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THE SEVENTY-FIFTH ANNIVERSARY
OF THE FOUNDING OF
THE UNIVERSITY OF MICHIGAN

A MEMORIAL OF
THE SEVENTY-FIFTH ANNIVERSARY
OF THE FOUNDING OF
THE UNIVERSITY OF MICHIGAN

HELD IN COMMENCEMENT WEEK
JUNE 23 TO JUNE 27
1912

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PREFATORY NOTE

At a Meeting of the Board of Regents, January 26, 1912, an editorial committee, consisting of Professors L. A. Strauss, T. E. Rankin, and F. N. Scott (Chairman), was appointed to prepare a commemorative volume. In the preparation of this memorial the committee has been assisted by other members of the Faculties, to whom general acknowledgment is here made. In particular the committee is under obligation to Professor J. R. Brumm for the account of the celebration that appears on pages 171-191, and to Professor I. N. Demmon for valuable suggestions and corrections.

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THE OPTIMISM OF UNREST

BACCALAUREATE ADDRESS

THE OPTIMISM OF UNREST

BACCALAUREATE ADDRESS

THE RIGHT REVEREND CHARLES SUMNER BURCH, D.D.

[DELIVERED IN UNIVERSITY HALL, SUNDAY, JUNE 23, 8 P.M.]

JUST as from the beginnings of history men have been prone to characterize the age in which they lived by a phrase expressive of the dominating spirit of their time, so we to-day are constantly attempting to differentiate our age from all previous epochs and to give our day its permanent setting in the world's history. We call it, according to our viewpoints, an Age of Democracy or an Age of the Absolutism of Wealth, an Age of Brotherhood or an Age of Selfishness, an Age of Thinking and Thinkers or the Age of the Headline, an Age of Reform or an Age of Moral Chaos, an Age of Opportunity or an Age of Shut Doors, a Materialistic Age or an Age of Increasing Spiritual Apprehension and Aspiration.

You will not gainsay the fact that each of these conflicting views has its considerable following, and I am confident that you will all agree that we are living in an Age of Unrest, whatever other tendency may characterize our time.

In business, mighty projects, such as men hardly dared dream of two decades ago, are set on foot, and we scarce have time to give them a moment's thought, so intent are we in our own struggles with the new, changing, and often unfriendly conditions of this latter-day commercial life.

In science, discovery treads on the heels of discovery, progress upon progress, and what was regarded

as knowledge yesterday becomes negligible or obsolete to-day.

In the political world, new and disturbing questions are ever coming to the front, and out of the tumult of opposing opinions issue often greater unrest and uneasiness in social, economic, industrial, and national affairs. Doctrines and doctrinaires that may well give us pause, new and strange and ill-ordered schemes and isms which menace society's well-being, all too frequently obtrude their unwelcome presence. Empires become republics in a day, republics turn their faces backward another day toward monarchism or despotism, while under the very shadow of our borders we hear much of revolution and revolutionary projects.

In the sphere of religion, too, the troublous and unsettling waves of restlessness and unstableness ebb and flow, and ever and again weak, hesitating, bewildered souls are loosed from their moorings to become the subjects of out-and-out unfaith, of materialism or determinism, of naturalism, or of a paralyzing fatalism.

And this prevailing spirit is not peculiar to, or confined within, the borders of any one nation or people. We find the temper of unrest—the drift toward upheaval—in China as well as in Mexico, among the great European peoples as well as in our own country, in India and Asia Minor as well as in South American republics. The humor of restlessness is universal.

This is the bald outline of a picture that has made some men cowards, more timid, and all too many

pessimists. They will not look at the reverse of the picture, many refusing to believe that there is any other side, any bright reassuring side.

On this Lord's Day and in this presence, speaking to you who are so soon to leave your Alma Mater for God-given tasks out in the world, I venture to challenge your attention to the reverse side of the picture and to point and emphasize convictions on what I shall call The Optimism of Unrest. In the last analysis the problems confronting us are spiritual in their issues, though we have to deal largely with material facts and conditions to determine these issues, as always, the material, or temporal, being merely the shell or covering under which lies the spiritual, the eternal truth.

First, let us state the case of the pessimist even more frankly. The voice of the political, the social, the educational, the religious pessimist has been abroad these past few years and is still heard, in some quarters with more insistence than ever before, crying corruption, retrogression, despair. The voice may be ringing in your ears to-night, telling you of demoralization and chaos in the political world, of the deadly lowering of standards in business and social spheres, of a growing lack of reverence for the things your forefathers held sacred. The voice may be telling you of the submergence of the individual conscience in corporate or pooled indifference to what is just and upright, of the appalling tendency of our vast amassments of capital and skill and energy to ignore legal statutes and the age-old discriminations set between "what is mine and what is thine;" it may

be telling you of the worse than disregard shown by the capitalistic employer for the rights of the wage-earner or of the strange devotion of the wage-earner to a bondage of his own choosing, to self-imposed rules and restrictions pointing a slavery more galling than any human slavery that has ever cursed the earth. The voice may be telling you of the manifest impossibility of reconciling and amalgamating the heterogeneous mass of foreigners flocking to our shores, the plain hopelessness of the attempt ever to develop out of these chaotic elements homogeneity or anything approaching a truer type of American citizenship. The voice may be telling you of the passing of the old-time broad culture and solid scholarship in our colleges, of what a Baccalaureate orator a few days since called "our sleeping-car universities which stand for athletics and perspiration instead of Matthew Arnold's high ideal of culture and inspiration." The voice may be telling you of a waning Christianity and a waxing materialism; of the growing indifference of the masses to religious teachings and influences and associations; of the widening chasm between the Church and the workingman, of the increasing army of men who live without God and without hope in the world. The voice may be pouring into your ears tales of industrial unrest and upheaval, as evidenced by the recent coal strikes in England and America, the growth of the social-democratic party in Germany, the rise of the syndicalist movement in France and England and now in America, the predicted attacks upon our judiciary system and even upon our constitution, a prophesied world-

wide uprising engineered by leaders of the syndicalists and their followers to secure impossible concessions to the labor cause. The voice may be informing you that the advantages of limited competition no longer exist, that the trades and professions are overcrowded, and that you who are commencing your life in real earnest this week are at a disadvantage as compared with your fathers, who started out to win success a third of a century ago, when smaller capital, less skill, and less ability found a ready and promising field of exercise at the very foot of the college steps.

Although the pessimist has had, and still has, a measurably reasonable basis in fact for each of his plaints, and although the voice may be speaking much of truth while ringing the changes on the evils and lacks and forebodings noted, your speaker may be forgiven for the conviction that the pessimist has had his day, for the conviction that the period of unrest through which we are passing holds promise and compensation, and that we stand on this June day, in the year of our Lord 1912, on the good firm edge of a period in which there is ample justification for a large and intelligent optimism, the exercise of which will prove helpful and healthful in the body politic, in the social, ethical, educational, and industrial spheres, yes, in the broad fields of morals and religion as well.

An apparent paradox stands at the base of all true human development — a reasonable contentment with inevitable conditions linked with a noble dissatisfaction, a persistent protest against all things which can

be made better; contentment as the key to self-knowledge and power, dissatisfaction and unrest as the divine way to vital growth and achievement. Science has proved that dissatisfaction is the primal human emotion. The babe is one persistent demand, and as the child life matures, demand multiplies, becoming the measure, in a large degree, of the quality of the life. The true measure of man's greatness is found in the simplicity and ready satisfaction of physical wants and the ever-increasing demands of his spiritual nature, the insatiable thirst and outreaching for truth, for the summum bonum. "Divine discontent" is more than a bit of happy phrase-making; it is one of the most meaningful statements and its existence one of the surest evidences of the Image of God in man. To the mind of man, to his spiritual nature, has been given the capacity for almost infinite discontent, and by the same token the capacity for almost infinite development and power. Unfulfilled desires, aspirations, outreachings of the soul become the great dynamic of man's life in its higher aspects. Perhaps Shakespeare put the case too strongly when he wrote:

> "Best state, contentless, . . .
> Worse than the worst, content."

Browning strikes a truer note:

> "When the fight begins within himself,
> A man 's worth something. God stoops o'er his head,
> Satan looks up between his feet—both tug—
> He 's left, himself, i' the middle: the soul wakes
> And grows."

A loftier note still is sounded by St. Paul, who, while asserting boldly that he has learned the secret of a

true contentment, yet insists that he must ever press forward to higher unreached levels of spiritual power, thus touching the high conception of contentment and persistent aspiration as complementary phases of the same law of human development.

From the dawn of history unrest and dissatisfaction with existing order—by no means always trustworthy guides—have ever been the media by which wrong has been righted and progress attained, by which man opens the door to power and realization, and by which nations and peoples reach maturity and arrive at their proper post in the great march of the ages.

It was the unrest of an oppressed people that expelled the last of the Tarquins from his throne and paved the way for the first Roman Republic. It was a spirit of unrest measurably like that prevailing today before which the Republic and the Cæsars fell, and following which a reactionary revolution brought in Caligula, the first of the line of "imperial madmen."

It was a world-unrest which, following the dissolution of the Carolingian Empire, prepared the way for the torrent of barbarians sweeping down from the North, and led to the founding of the Holy Roman Empire. It was the unrest of Christendom which, aiming at corruption in Church and State, furnished fuel for the Reformation fires. It was unrest voicing itself through the barons at Runnymede that forced the great charter from King John, and it was the same temper of protest against injustice that brought the passage of the Corn Laws in the last century as

well as the laws restraining the premature exploitation of the child and the employment of women in hazardous and physically exhausting occupations. It was the discontent of the French masses, emphasized by the stimulations of an age which studied deeply social, economic, industrial, scientific, and philosophic problems, that found voice in the Oath of the Tennis Court and the Great Revolution. It was the unrest of a people whose longing for liberty, justice, and the pursuit of happiness under conditions of equal opportunity reached a purposeful intensity hardly realized in history before—it was this type of unrest, ordered by a supreme wisdom and foresight, which inspired the revolt of the American Colonies and the framing of a constitution than which no wiser document was ever constructed for the guidance of a self-governing community of human beings. It was divine discontent finding expression through the courage of such high souls as Lincoln and Phillips and Sumner, meeting the solemn judgment of all right-thinking men—this it was which removed the curse of slavery from our land.

In short, the proposition lacks little of the axiomatic that every worthy reform wrought out by man in any sphere, in any age, has been the result of unrest and discontent, with their attendant fury of debate, their illuminating probing and sifting, all leading in the end to maturer judgment and well-directed effort.

Addison aptly put the whole argument in these lines:

"The gods in bounty work up storms about us,
That give mankind occasion to exert
Their hidden strength, and throw out into practice
Virtues which shun the day, and lie concealed
In the smooth seasons and the calm of life."

To-day the storms of unrest are rising all about the world and some men's hearts are failing them for fear; but, as ever before, out of these storms is emerging a sturdier manhood with its hidden strength, its new power, its more pragmatic virtues. With a faith born of the plain logic of history, of the same optimism, we may calmly look for new men, with new wisdom, new heroism, and finer judgments to meet every crisis that may confront organized human society.

Undoubtedly our twentieth century Jeremiahs and their disquieting jeremiads have played a part, if too often it has been an unlovely part, in furthering the unmistakable movement of reform that has passed over our land these last few years, and but for them and their plaints we should not be reaping to-day all of the benefits that have issued from the notable advance movements, the quickened conscience of the individual, the sharp awakening of the social conscience, the manifest tendency of the great corporations — with what has been termed their "dilution of compounded, composite, pooled morality" — to bend an ear to a bettered and impelling public opinion; we should not be opening our vision to-day to what is gradually but surely taking on the semblance of a corporate conscience, a steady drift toward higher standards of conduct in the mass, at least as a con-

cession to the higher standards demanded of the individual.

As a result of this recrudescence in morals, we find unquestioned testimony recently given to the almost complete passing of the iniquitous system of railway rebates. We find no less a thinker than Henry L. Higginson, in a suggestive paper on Justice to the Corporations, saying: "Let us begin anew, knowing that the corporations are to-day, as a rule, obeying the laws, and knowing also that the standards of honesty, honor, and fair dealing have been carefully studied and are vastly higher than in the last century." We find Professor Duncan in his book, The Chemistry of Commerce, saying: "The Federal laws, supplemented by the laws of the individual states, are formidable in what they stand for, and the attitude of the people is menacing in its determination that these laws shall be enforced, as much as practicable eliminating the whole process of unethical business." On the other side we find the leading spirit of one of the largest combinations of capital for industrial operations in the world declaring: "We desire above all else to obey every Federal and state law existing for the reasonable control of big business. We gladly leave the interpretation of these laws to the courts established to interpret them; we acknowledge the necessity for such controlling laws in the matter of large combinations of capital, and, further, we stand for such control of the prices of industrial products as shall safeguard the public weal and bring about a more equitable distribution of the profits arising from the joint products of capital and labor." In a

word, business is not to-day quite the "science of selfishness" characterized half a century ago by Ruskin as "the dehumanizing science that reduced man to a covetous machine fit to sit for the portrait of a lost soul."

In government, unless we are lost in political pessimism, we shall agree that never before has the great voice of the people been more insistent or better obeyed than to-day. Never before has the rule of the political despot or boss suffered such discredit and, in many parts of our land, such total eclipse. Honesty and efficiency in municipal, state, and national administration are no longer political issues; they are popular demands.

If you ask, Where are the high-souled reformers who a generation ago stood out in clear relief above their fellows? I answer, We are a people of reformers to-day, the individual heart thrilling with the desire and the demand to participate in the great world effort for betterment, social, political, moral.

The problem of socializing and democratizing the large aggregations of those widely differing peoples from over-seas who have come to us for homes, presents many and grave difficulties. Released from the restraints of autocratic governments, from various restrictions and exactions which they regard as oppression, they come to us as to a land of complete freedom in which all restraints may be cast aside, all subjection to constituted authority. Too often they become, at the outset at least, unconsciously anarchistic, impatient of, if not disobedient to, all governance. The seriousness of the problem is clear. But is

there not good ground for optimism here when one considers how, through some divine alchemy, the years are gradually but surely working out the solution? Think deeply, and ask yourselves if it is not one of the miracles of our national career that this taking into our life of millions upon millions of alien peoples, of widely divergent racial tendencies and prejudices, has not brought us to chaos and revolution long before this day? Has any other nation been put to or survived such a test? If God has destined this country of ours to be the melting-pot of the nations, He is also steadily working His purpose out, through the inculcation of the sense of responsibility in citizenship; through the development of the mettle of patriotism, love for the new home which, providing new privileges, also imposes new duties which are to be learned and fulfilled; through the satisfaction of the demand for unskilled labor here and skilled labor there; through the happy absorption of hosts of these aliens into our agricultural life, materially helping forward the hopeful Back-to-the-Land movement, and reducing the disproportion between industrial workers and agriculturists; through the gradual elimination of the labor of women and children in mills and mines and many hazardous undertakings. We have, too, no less an authority than Michigan's Commencement orator this year, Professor Jenks, for the statement that the new immigration is showing a steady improvement on the old, morally, physically, and mentally. Further, we are now told by undoubted authority that the immigrant has not been a factor in lowering wages; on the contrary,

during even the period of our heaviest immigration wages have increased. When we fully realize the almost unbelievable accomplishment of the past in the sphere of immigration, why should we timidly doubt whether wisdom to encounter this problem has died out of the nation, or question whether the Infinite has given us an impossible task?

We reach the climax of our perplexing problems, a problem productive of greater anxiety throughout the world than any other, when we face social discontent as expressed in recent developments in the industrial world. Theories have been advanced, propagandist efforts persisted in, and even aggressive movements inaugurated which are as far removed from what we would now term the conservative socialism of the passing generation as that socialism is differentiated from the unquestioned autocratic control of capital over labor before the days of Marx and Morris. The leaders of the earlier crusades for social reform have been temporarily overshadowed by the latest product of class-consciousness in its harshest phase, known in France and Germany since the days of La Salle and now appearing in our own land, proposing a revolutionary uprising which virtually spells war upon society, by first rendering all capitalistic effort unprofitable and then by expropriation of the owners and their property by the workers. No argument is needed to prove the unsoundness, the absolute impracticability as well as the utter dishonesty, of the proposal. Because of the unsoundness, the impracticability, the essentially unmoral and unhumanitarian quality of the movement, it will prove

—as it is already proving—a reactionary movement, a corrective and balancing force tending steadily to eliminate the evils and extremes of the enterprise for a reshaping of our social system which will, through a wiser and increasingly intelligent leadership, ultimately reach the platform on which all right-thinking workers and employers will stand—Distributive Justice. And this means the just distribution of the results of productive effort among those who have contributed to the production, according to the worth of their contribution, whether it be physical, mental, or through the employment of capital.

This new product of class-consciousness, which ignores brotherhood as it sacrifices morality, has failed in France and Germany wherever it has been tried; it is losing its hold upon the young workers of Wales, where it first took such a strong grip; it is losing ground in America and, wherever it has been propagated, has brought deeper thinking and saner action on the part of intelligent wage-earners and their wiser leaders. And as society grows (as it surely is growing) in realization and appreciation of essential truth and right, there will come increasingly into the consciousness of those to whom is entrusted the stewardship of wealth, the high call, if not the practical need, of such readjustment of the scale of returns from inherited or acquired wealth as will bring us nearer to that juster social order toward which organized society is steadily moving.

Such a consummation will be reached through fuller understanding and sympathy between what we are pleased to call mass and class, through a grow-

ing sense of inter-dependence, of inherently necessary inter-relationship, the drift toward which spirit is unmistakable in many quarters. Society need not stand in terror before a class-consciousness, or a group-consciousness, which, while holding that the Coöperative Commonwealth is on the way to modify, if not to eradicate, the old tenacious pleasure in exclusive possession—to put the old property greed to shame by appeal to that notable joy in *sharing* which must supplant the joy of *owning*—also acknowledges that the desire for property, for accumulation, has been the chief force that has led man on from savagery to civilization, the incentive to progress, the base of the family tie, the bond of religion; further declaring that it is only that property greed and centralization of wealth which works lack of equal opportunity which must be curbed.

I repeat, society need not fear this type of class-consciousness any more than it need fear the class-consciousness of the employer who frankly acknowledges that there must be a readjustment of the basis of distribution of the returns of capital and skill and labor which shall bring society step by step nearer to a veritable social justice.

A fairer distribution of wealth and better living conditions for the workers—these are no longer the shibboleth of one type of class-consciousness but of two types—the intelligent employing class and the intelligent working class.

One of the most potent factors working toward this ideal is the awakening of the race to the meaning of Service which looms larger and larger in the

Christian world, in the religious world, in the broad sphere of humanitarianism. It is becoming a key-word for the highest and best that this life offers. The primary and essential quality of any interpretation of life addressed to our generation is that it must be social. The sociological trend in modern culture is pronounced. Social service—the ministry to humanity, the attempt to bring to wholeness those whose lives are fractional—is more and more claiming the deepest and most truly altruistic thought and care of mankind everywhere.

It is a promising movement—this movement for social betterment—helping in a most practical way to bring society to a realization of brotherhood, to the ideal of oneness, which are at the very foundation of pure religion, the religion which alone can be the solvent for our pressing social and moral problems, the religion which has everything to do with morals and therefore with economics, as both are basal to civilization, the religion whose most fruitful issues are selflessness and surrender. All life fully lived is religious, and when we come in contact with our fellows, when we really come together for good, it is through a common ideal, which is not necessarily logical or scientific, but religious, spiritual, defying analysis on any other hypothesis than that it is the spirit of God acting through the soul of man.

In the face of the splendid accomplishment of what we call Social Service, we must not forget that this great forward-reaching movement needs a soul, and on the quality of that soul depend the lasting results and life of the movement. Mr. Irving Babbitt has re-

cently pointed out very clearly in his Literature and the American College, the intellectual laxity that has resulted from the sway of humanitarianism in the two phases represented by Bacon and Rousseau—the extension of knowledge and the extension of sympathy. With convincing logic, Babbitt shows how mere humanitarianism inevitably runs into sentimentality or into scientific accumulation, in neither of which are developed the power of selection and wisdom of judgment which form the basis of sound learning. The argument holds good in the sphere of service. Unless the flame of a spiritual religion is kept burning at the heart of all our movements for social improvement, they will fail of that vitality and self-perpetuating quality needed to make them lasting forces for good.

And here again do we find ground for optimism. In spite of the charge by men lacking in the sense of true perspective that religion is losing its hold upon the people, that the masses have drifted away from the Church, or the Church by its aloofness, its lack of vision, its lack of statesmanship, has drifted away from the masses, it is the firm belief of the religious optimist (while acknowledging that the cleavage is far too wide), that never before in the history of the race has vitalized and vitalizing religion filled so large a place in the life and thought of mankind.

It is a day of new religious significance and impulse, of forward movements, when the strongest and the wisest men have caught a firmer grasp of and a clearer insight into the heart of religion, its

efficiency in moulding character and regenerating society through the correcting of its social maladjustments.

It is a day when the foremost and most epoch-making book of our generation comes from a philosopher in France, who compels the world of thinking men to listen while he renders unthinkable the scientific agnosticism of Spencer and Mill, repudiates the monism of Haeckel and the figment of spontaneous generation of animated atoms. Henri Bergson, through his great work, Creative Evolution, has centred the interest of the intellectuals and philosophers of the world upon the College of France—France, which but a few years ago expunged the name of God from its text-books. Bergson is the implacable foe of the negative doctrine of materialism, naturalism, or mechanical determinism, and he finally succeeds in substituting faith for doubt and in supplying a constructive system and philosophy of life calculated to dethrone French atheism.

It is a day when the word Success is being reinterpreted, restated, and given new values, when growing numbers of our youth fix their thoughts more on how to live than on how to make a living. With each passing day more men are coming to see that success measured by wealth is not success unless that wealth secured honestly is used ethically for the good of society; that success measured by power over men is not success unless that power is gained through clean methods and exercised for unselfish service; that success measured by the accumulation of knowledge is not success unless in some way that know-

ledge is used to further the progress of mankind toward higher levels of thinking and living.

It is a day when no public evil or social wrong is looked upon as necessary or ineradicable—none so fully entrenched but that strong men and determined women are quick to grapple with it, with God's hope in their eyes and God's strength in their souls, to further its destruction. The phrase "necessary evil" is purged from the vocabulary of straight-thinking mankind.

It is a day in the fullness of time, for the evolving of a super race, a race of supermen and superwomen. Not the unnatural sinister beings connoted by the Nietzschean philosophy, nor the vague imaginings of a hollow anthropomorphism, but men and women socially benignant and full-fashioned, rather than individually dominant. The past has concerned itself with things, with building cities and nations and institutions, making over a world for men to live in. The supreme task for this and future generations is to work with men, moulding the plastic human clay into finer, truer, more spiritual forms. Science and religion have been collaborating in the shaping of the tools with which to work out this great task, and they have given us many new instruments to work with, among them Eugenics, the world-wide desire for social adjustment and the freshly stirred, God-given impulse toward the perfect development of the soul's life.

Are not all these great gains and the legitimate subject for a reasonable, genuine optimism? True, there is still, and there will be for long years to come,

political corruption to fight; there still remain dishonest men in business life and greedy lawless corporations to hold in check; the social world still presents its stubborn problems showing that the core of its inner life is far from complete regeneration; the tremendous problems of immigration, of labor's relations to capital and capital's responsibility to labor, are by no means wholly solved; the phrase "mass and class" still holds meaning and menace; the emancipation of the wage-worker from injustice without and within his ranks is still to be achieved; undoubtedly in education during the past decade or two the emphasis has been laid upon occupational or vocational preparation rather than upon the finer culture, the philosophic discipline and nurture of the old days of classical study, and the pendulum is still to swing backward to a happier balance. These and many other grave social, legislative, business, educational, and moral problems confront you,—the young men and women of to-day,—but is it not right here, in the heart of these problems, that your broad fields of opportunity lie?

Firmly do I believe that never before in the history of our nation has richer opportunity beckoned to the trained, disciplined, forward-looking, worthily aspiring men and women from our colleges than to-day —to the average, well-rounded, determined characters on whom the strength of a people rests, rather than upon those of exceptional genius.

Do not be staggered by the colossal problems confronting you; do not be blinded by the splendor of your age's marvellous material accomplishment; do

not allow the individual "I" to be swallowed up in the great "We" of the mass. If society is to be purified and regenerated, if political life is to be uplifted and ennobled, if the business world is to receive the impetus and lasting inspiration of higher standards, if true religion is to be furthered, it will be brought about through the outreaching of the individual conscience, through the exercise of the individual courage, through the power of the individual integrity, through the religious consciousness of the average man.

Where are those to come from who shall develop and exemplify these higher nobler virtues, if not from our colleges and universities? You have been taught the truth, and it is through your knowledge and the placing of that knowledge in efficient action among your fellows out in the world that you shall be God's agents in helping to make men free.

Be true optimists; cultivate restraint; strive for vision—for spiritual vision, without which men and nations perish; be true to the traditions and teachings of this venerable institution in which it has been your high privilege to be trained; determine from this hour to pay the debt you owe the University of Michigan, and this Jubilee week shall indeed be the commencement of lives of ever-increasing, ever-widening influence for good in a friendly, inviting, God-inspired world.

COMMEMORATION EXERCISES

COMMEMORATION ADDRESS

THE HONORABLE LAWRENCE MAXWELL, LL.D.

[DELIVERED IN THE PAVILION, WEDNESDAY, JUNE 26, 10 A.M.]

IT is a common saying that our fathers builded better than they knew. It might be said with more reason that we have sometimes failed to appreciate their far-seeing wisdom. When they established the Republic they could not forecast the growth in population, the expansion of territory, the development of resources, the increase in wealth, and the change of conditions which one hundred and twenty-five years of progress have brought forth, but in declaring their purpose to establish justice and to secure the blessings of liberty to themselves and to their posterity they proceeded on fundamental principles which time could not change or circumstances alter. And so when they declared in the great Ordinance that religion, morality, and knowledge were necessary to good government and to the happiness of mankind, and that schools and the means of education should be forever encouraged, they recognized an immutable truth, and, while they could not foresee the full extent of its beneficent operation, they did not build better than they knew. They laid a firm foundation for the structure which they and their children have placed upon it, and in these days when there is a disposition to deal lightly with the work of the fathers, it is fitting that we should recall their aims and purposes, and dedicate ourselves anew to the principles which they espoused. They were not the impulse of the moment, but firm conviction born of the spirit of liberty

and matured by the reflection and experience of men alive to its blessings and actuated by patriotic devotion to the welfare of mankind.

The record of what was done to carry out the wise and liberal policy of the fathers by the men to whom the destinies of the territory of Michigan and of the new State were committed in its early days is a familiar chapter. Let us briefly recall the principal steps. In 1804 Congress, in pursuance of the assurance in the Ordinance of 1787 that schools and the means of education should forever be encouraged, reserved a township in what became shortly thereafter the territory of Michigan "for the use of a seminary of learning,"[1] and in 1826 increased the grant, so that two entire townships, amounting to 46,080 acres, were reserved "for the use and support of a university within the territory aforesaid and for no other purpose whatsoever."[2] These lands, except the portions disposed of in the meantime by the trustees appointed under the territorial acts of August 26, 1817, and April 30, 1821, were granted and conveyed by Congress to the State of Michigan on her admission into the Union in 1837, "to be appropriated solely for the use and support of a university," and constituted the only support of the University, aside from students' fees, up to 1870, at which time it received its first financial assistance from the State. The constitution adopted in 1835 provided that the legislature of the new State should take measures for the protection, improvement, or other disposition of these lands; that the funds accruing from

[1] Act of March 26, 1804, Ch. 35, Sec. 5, 2 Stat. 277, 279.
[2] Act of May 20, 1826, Ch. 109, 4 Stat. 180.

their rent or sale should be and remain a permanent fund for the support of the University, and that it should be the duty of the legislature, as soon as might be, to provide effectual means for the improvement and permanent security of the funds of the University. At its first session the legislature passed the act of March 18, 1837, "to provide for the organization and government of the University of Michigan," declaring that its object was "to provide the inhabitants of the State with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts," and vesting the government in a Board of Regents, consisting of the governor, lieutenant-governor, the judges of the supreme court, and chancellor of the State as ex-officio members, and twelve members to be appointed by the governor by and with the advice and consent of the senate.

The institution was located at Ann Arbor, by an act passed two days later, March 20, 1837. We therefore date the founding of the University from the year 1837. It was opened in September, 1841, with two professors, George P. Williams and Joseph Whiting, and seven students. The first commencement was held on August 6, 1845, with eleven graduates. The little company that assembled on that historic day in the old Presbyterian Church had not prophetic vision to foresee the concourse of this glad morning gathered from far and near to celebrate the anniversary of that small beginning grown to a university holding an acknowledged place among the institutions of the world, with 5582 students from every state and territory of the Union and twenty-four for-

eign countries, a faculty of 486, and 30,000 alumni, increased each year by the accession of more than 1000 graduates. Only one university in the United States has more alumni, and it had two hundred years the start of us.

In accounting for this remarkable growth we must take several factors into consideration, first and foremost among which is the soundness of the fundamental principle on which the University rests. That principle recognizes as matter of public policy that the education of the people is the proper function and duty of the state, since it is obvious that political institutions whose foundations rest on public opinion cannot be secure unless the people are educated, and that public opinion to be safe must be enlightened. This was the doctrine preached by the early men of Michigan, who constantly urged the importance of giving to those who were to be the rulers of the state the means of fitting themselves for their duties.

When Michigan was admitted into the Union the idea of a system of education under the control and at the expense of the state, so familiar now, was new; public common schools were unknown in many parts of the country; there were no public high schools in a majority of the states, and the colleges were private and sectarian. What would have been the effect on the Republic if such conditions had been allowed to remain, the great body of her children, especially in the undeveloped north and west, dependent for education on private charity and prepared for citizenship under the influence and direction of private corporations and religious sects? Michigan was the first

commonwealth to take effective steps to avert such a disaster by providing for a comprehensive system of education under the direction and control of the State, embracing primary schools, high schools, and a university.

Of this educational system Judge Cooley, who was well qualified to speak, has said:

"Its founders took position in advance of the thought of their day, and those who followed them have endeavored to give effect in full measure to their views. No commonwealth in the world makes provision more broad, complete, or thorough for the general education of the people, and very few for that which is equal. It has been the settled conviction of the people for many years, that there can be no more worthy expenditure of public moneys than in the training of men and women in useful knowledge; and they have acted upon that conviction. The newer states of the Union in framing their educational systems have been glad to follow the example of Michigan, and have had fruitful and satisfactory success in proportion as they have adhered to it. And for all that has been accomplished, Michigan is indebted to the intelligence, the unselfishness, and the far-seeing wisdom of some of its own eminent citizens, who, with the public confidence for their support, have not waited for older but more provincial states to point the way, but have trustfully moved on from step to step in the direction of an ideal excellence which was early in their minds, and has been steadily adhered to since."[1]

[1] Thomas M. Cooley, Michigan, p. 328.

It is significant that when the people came to frame a new constitution in 1909, after seventy-two years of experience with this educational system and with their University, they incorporated as part of their fundamental law this ringing declaration of faith taken from the Ordinance of 1787: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."[1]

The success of the University is largely due to efficient organization and management under wise provisions of law. This was not accomplished at once, but as the result of experience with defective plans. Under the constitution of 1835 the legislature had the entire control and management of the University and the university funds, with power to appoint Regents and professors and to establish departments. The inherent difficulties of such an organization soon became apparent, and were brought to public attention by the messages of governors, reports of Regents to the legislature, and by committees of the legislature, the general consensus of opinion being that the University should be under the control of a permanent board responsible for its management, and not in the hands of a large and constantly changing legislative body chosen with reference to its qualifications for other duties. As the result of the discussion the constitutional convention of 1850 provided that "the general supervision of the University and the direction and control of all expenditures from the university interest fund" should be vested in a Board

[1] Constitution of 1909, Art. XI, Sec. 1.

of Regents to be elected by the people for terms of six years, one Regent to be chosen from each judicial circuit. The terms of all the members expired at the same time, which was a serious defect, involving the possibility of a complete change in the Board through the outgoing of all its members and the incoming of newly elected and inexperienced members. Another defect was the election of Regents by judicial circuits and not by the State at large. In recognition of these defects the constitution was amended in 1861 so as to provide for a board of eight Regents, to be chosen on a general ticket for terms of eight years so arranged that the terms of two members should expire every second year. This important change was designed to protect the University from dangers that might spring from popular excitements and prejudices or from political convulsions, and has secured steadiness of plan and conservatism in management. The independent position of the Regents has had much to do with the growth and prosperity of the University, which dates from the time when the new sections began to take effect. They have had occasion more than once to deny the power of the legislature to interfere with their management and control and to refuse obedience to acts of the legislature which they have deemed against the best interests of the University. The Supreme Court has sustained them in that position, and it is now well settled by the decisions of the highest court of the State that the constitution has placed the University "in the direct and exclusive control of the people themselves through a constitutional body elected by them." Re-

ferring to the action of the constitutional convention the Court said:

"The result has proved their wisdom, for the University, which was before practically a failure, under the guidance of this constitutional body, known as the 'Board of Regents,' has grown to be one of the most successful, complete, and best known institutions of learning in the world."[1]

To the Board of Regents, therefore, thus charged with the management and control of the institution, is due primarily the credit for its success. And it must be remembered in this connection not only that the determination of every question of policy rests finally with them, but that they have had the responsibility and are entitled to the credit for the selection of the presidents and faculties that have brought renown to the institution. No officers of the State deserve higher honor than the faithful men who have served her as Regents, without compensation other than the satisfaction of having performed a public service. They have not been wanting when necessary in boldness and originality of policy, often involving changes in traditional college usages for which they were freely criticised at the time by those who afterward approved and even adopted them. Their financial management has constantly required the skilful adjustment of large budgets to limited income, and has been characterized by prudence and economy.

It was not until 1870 that the University began to receive financial assistance from the State. Prior to

[1] Sterling *vs.* Regents of the University of Michigan, 1896, 110 Mich. 369, 68 N. W. 253.

that time it was obliged to depend wholly on the interest of the fund derived from the sale of the lands granted by Congress in 1826, amounting to something less than $40,000 per annum, and on the fees of students, which were almost nominal. Until 1865 the matriculation fee was ten dollars and the annual fee five dollars. In 1866 the annual fee was raised to ten dollars and the matriculation fee for non-residents to twenty-five dollars. The first money appropriated by the State was received shortly before the commencement of President Angell's administration. In 1871 $75,000 was voted for the erection of University Hall and later $25,000 for its completion. Special appropriations, generally for the erection of buildings and sometimes in large amounts, have been made from time to time since then. In 1873 the policy, foreshadowed in a statute of 1867, which the Regents refused to accept because coupled with a proviso for the appointment of a professor of homoeopathy, was adopted, and has been continued until the present time, of levying an annual tax on all taxable property in the State for the support of the University, first at the rate of one-twentieth of a mill, then one-sixth of a mill, then one-fourth of a mill, and finally three-eighths of a mill, which rate yields now $850,000 per annum. To this must be added about $40,000 interest on the fund derived from the sale of the lands granted by Congress, and about $350,000 from students' fees, making a total annual income at the present time of nearly $1,250,000. The salary disbursements are slightly in excess of $800,000 per annum.

The total money received by the University from

the State up to June 30, 1910, was $6,910,070. I have selected that date for purpose of comparison with an inventory and appraisement taken by the Regents at that time, which shows that the real and personal property then on hand amounted to $4,152,289.71, which is within $2,757,780.29 of the total sum theretofore received from the State; in other words, the net cost of the University to the State for a period of seventy-three years, after giving credit for the stock on hand, was less than $3,000,000, or about one hundred dollars per graduate, or a still smaller sum if we take into account those who enjoyed the privileges of the University without graduating. The record is a tribute to the skilful and economical management of the Regents.

The total donations to the University from individuals amount to something over $1,000,000, which appears small in comparison with the gifts which colleges conducted by private corporations have received during the same period. But this discrimination is likely to disappear as men and women seeking channels for their beneficence come to realize that they can entrust their donations to the State of Michigan, under guaranties provided by her constitution and laws and by the constitution of the United States, with absolute confidence in the security of principal and income and in its application under prudent and economical management to the uses for which it may be given.

In 1895 the legislature passed two important statutes on this subject. The first gave the Regents power to take by gift, devise, or bequest, and hold in perpetuity, any land or other property in trust for any

purpose not inconsistent with the objects and purposes of the University.[1] The second provided that whenever any money or other property, of whatever nature and kind, with direction or with power to convert the same into money, is or shall be given to the Regents of the University upon trust to expend the income thereof in furtherance of any of the objects of the University, it shall be the duty of the Regents to pay such money to the State treasurer; that interest at the rate of four per cent per annum shall be paid thereon by the State treasurer to the treasurer of the University from and after the first day of the month next after the moneys have been received by the State treasurer, and that the interest so paid "shall be expended by the Regents in strict accordance with the terms of the trust upon which the money or other property was originally given, and in no other manner."[2]

The constitution of 1909 provides, as did the constitution of 1850, that the proceeds of all lands or other property given by individuals for educational purposes "shall be and remain a perpetual fund, the interest and income of which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and annually applied to the specific objects of the original gift, grant, or appropriation."[3] This constitutional guaranty is in turn protected by the provision of the constitution of the United States that no state shall pass any law impair-

[1] Act of March 26, 1895, No. 36, Compiled Laws of 1897, Vol. I, Sec. 1809.
[2] Act of May 11, 1895, No. 140, Compiled Laws of 1897, Vol. I, Secs. 86, 87.
[3] Constitution of 1909, Art. XI, Sec. 11.

ing the obligation of contracts. No more perfect or secure plan for receiving and executing trusts to educational uses can be imagined.

Seventy-five years ago the general government made the State trustee for the benefit of the University of property which yields now an annual income of nearly $40,000. Not a penny of the interest or principal of that fund has been lost or misappropriated.[1] The State has faithfully observed its duty as trustee, and may be relied upon to execute with equal fidelity whatever trusts are confided to it by private donors.

But constitutions and laws and corporate organization, however perfect, would be of little avail without the presidents and faculties who have made the University a living thing, and to them, therefore, we may justly give the largest share of credit for its success. As we call the roll, what precious memories crowd upon us of great and noble men, dead and living, who have devoted their lives to the highest service of mankind, builders of the University and makers of men. None is held in higher esteem than the distinguished scholar and public man who honors the occasion by his presence, the Honorable Andrew D. White. He began his brilliant career here as professor of history and English literature, and will ever be remembered by the University for his services in the days when its destiny was being shaped.

The constitution of 1850 contained a provision which deserves more than passing notice in view of the influence which it has had on the history of the University. Prior to that date there was no president.

[1] The fact is stated on the authority of Thomas M. Cooley, Michigan, p. 321.

Suggestions to establish that office were met as late as 1848 with a response from the chairman of the board of visitors that it was unnecessary to the government of American colleges, unsuited to democratic simplicity, and likely to excite jealousies and prove a cumbrous clog in the operation of the University. But the members of the constitutional convention of 1850 took a different view, and put into the instrument which they drafted an explicit direction to the Regents to elect at their first annual meeting, or as soon thereafter as might be, a president of the University, who should be ex-officio a member of their Board and "the principal executive officer of the University." The creation of this constitutional office has turned out to be one of the most important features of a marvellously perfect scheme of organization. So great has been the influence of the presidents of the University on its destinies that we are accustomed to divide its history into periods measured by the administrations of the great men who have held the office. President Tappan, who served from 1852 to 1863, a period of eleven years, has justly been spoken of as the founder of the University, for he infused into it new life, and laid out the bold and comprehensive plans without which it might never have emerged from the obscurity of a provincial school. President Haven and Acting President Frieze supplemented his work during comparatively short administrations, until in 1871 dawned the auspicious day that brought to the University the President to whom more than to any other man or set of men is due the credit for its present pros-

perous condition. In very truth we celebrate to-day what President Angell achieved. When he came to the University it had 1110 students; when he retired they numbered 5223. The annual income increased during his administration from $104,096.44 to $1,290,000, and the salary list from $60,776.67 to $706,647.78. Forty thousand persons studied at the University during his presidency, and from every corner of the globe they send greetings to-day. Teacher, scholar, editor, college president, diplomat, orator, and Christian gentleman, few men, if any, in all the history of the Republic have served her better, or done more to mould her destiny.

In his annual report of just twenty-five years ago President Angell, in announcing that the resignation of the Jay professor of law had been accepted to take effect on October 1, 1887, said: "It is with regret that we lose from our corps of teachers Professor Hutchins, who has rendered very valuable service as a member of the law faculty, and in former years as a member of the literary faculty. The new law school of Cornell University is fortunate in securing him as one of its professors."

We were glad to welcome him back in 1895 as dean of our law school, and now we rejoice to greet him as President of the University. It is easy to understand that a university with nearly six thousand students, six hundred teachers and officers, departments covering every field of human knowledge and research, and an annual budget of a million and a quarter is not only an institution of learning, but a complex organization which calls for soundness of judg-

ment and extraordinary powers of administration on the part of its principal executive officer, as well as broad and sympathetic scholarship. The Regents have followed the traditions of the past in securing the man best suited to the requirements of the time. We pledge our support to President Hutchins, assured that his administration, so auspiciously begun, will not be less fruitful than those of his illustrious predecessors.

The features of progress since the semi-centennial which challenge special attention are the increase in numbers, which has carried the students from 1572 to 5582, the faculties from 93 to 486, and the graduating classes from 413 to 1047; the erection of new buildings; the growth of laboratories, apparatus, and libraries; the increase of annual income from the State; the steady growth of the Literary Department, which has risen from 459 students in 1887 to 2153 now, or 581 more than the total number of students in all departments of the University twenty-five years ago; the raising of standards and extension of courses in the professional schools; the establishment of a graduate school worthy of the name; wider usefulness by the opening of summer sessions; increased attention to art and especially to music, with the University School of Music, the choral concerts, and the May Music Festivals as important incidents; the better organization of the alumni through local associations and an advisory council; the gift of Alumni Memorial Hall by the alumni and of Arthur Hill Auditorium by the will of that loyal alumnus and staunch and generous friend of the University.

The raising of standards and the extension of courses in the professional schools has been part of a general movement in the interest of the public on the sound theory that they are entitled to demand that doctors and lawyers shall be reasonably fit to exercise their vocations before entering upon them, since they are public callings which directly affect the life, health, and property of the people. The effect on the professions themselves is not only to keep incompetents out, but to raise the moral tone. It enables the schools to increase their efficiency, and so serve the people better, by eliminating material that is a dead weight; and on the individual the effect is often to save him from a life wasted by undertaking a calling for which he is not qualified.

In the Medical Department sixty hours of credit from the Literary Department embracing certain definite work in physics, chemistry, biology, and modern languages, are required for admission. This gives the medical student a broad basis upon which he can found his professional knowledge. Physics, chemistry, and biology are regarded as foundation stones for the erection of the medical superstructure, while a reading knowledge of German and French, especially of the former, is deemed essential to the medical man who would keep up with the times. A combined six years' course was evolved here and begun as an optional course in 1890. Twenty-five years ago the length of the course was three years of nine months each; now it is four years, with an additional hospital year recommended.

The Medical Department from its foundation has

been one of the strongest schools in the country in point of laboratory equipment. In the English report on medical education in the United States, known as the Mosely report, it is referred to as one of the four medical schools in the United States in which well-equipped clinical laboratories are a conspicuous feature. The methods of the instruction given in the laboratories of bacteriology and pathology are also complimented, as they are in the Carnegie report, which adds that the men in charge are productive scientists as well as competent teachers, and that there is a large library and a good museum and other necessary teaching aids. The development of the University Hospital is also referred to in the Carnegie report as having been conducted on fundamentally sound lines. It began in a remodelled dwelling-house capable of accommodating twenty patients, and from that modest beginning has grown into a teaching hospital of three hundred beds, with every patient available for purposes of instruction, in so far as his own welfare permits.

The Medical Department has furnished from its graduates men of the greatest scientific and professional attainments, many of whom have distinguished themselves both in pure science and in practical medicine, and the faculty has contributed largely to the advancement of knowledge, it being an unwritten law that no man can hold a chair who does not prove himself a productive worker in the profession.

Twenty-five years ago the Law Department had 336 students. Now they number 793, and with the summer school 100 more. The course in 1887 con-

sisted of two years; it consists now of three years, with an additional well-organized course leading to the degree of master of laws. A summer session covering a period of ten weeks has been added, and draws into the department some of its best students.

In 1887 the faculty consisted of five professors and four special lecturers; it now comprises sixteen men giving their entire time to the work of instruction, and in addition eight non-resident lecturers who deal with special topics.

In 1887 the department was still giving most of its instruction by means of lectures. Examinations were not severe. Now, most of the instruction is by means of free class-room discussion of legal principles as developed in reported cases. This method, while not unlike that in use in other schools, was gradually evolved here through the experience of its own professors. Discussion of cases is supplemented in a few courses by the study of texts, and in special topics by lectures. The present methods are much more effective than the old in developing the student's power to analyze cases, apply principles, and think legally. The examinations are severe, and cover a period of two weeks at the end of each semester. The courses have been closely correlated during the last twenty-five years, have been extended in scope and in the time given to them, and as a result much more thorough, intensive, and scientific work is being done.

In 1887 admission could be obtained upon passing a satisfactory examination in arithmetic, geography, orthography, English composition, and the outlines of the history of the United States and England. Begin-

ning with the present year only those who have successfully completed a year of work in an approved college or university may be admitted, and it is officially announced that this will be increased to two years within a short time. In 1887 the library numbered 9565 volumes; it now includes 32,000 volumes.

Most influential in developing a high standard of scholarship have been the organization and publication of the Michigan Law Review and several scholarship societies, membership in which is based purely upon scholarship. The Michigan Law Review was founded in 1902 and ten volumes have now been published. Its contributors have included distinguished scholars and lawyers of both England and America. It has a circulation throughout the country, and has been a great stimulus to scholarship both among members of the faculty and among the students.

The graduates of the school in all parts of the nation, and especially in the Middle West, have occupied and continue to occupy positions of distinction on the bench and at the bar, and have exerted a potent influence upon the judicial and political history of the country.

The tremendous growth of the Engineering Department, which was separated from the Literary Department and made a separate school in 1895, is one of the most striking incidents of our history since the semi-centennial. In 1887 ninety-three were studying engineering; now there are 1292, and with the summer session 1357. Then the graduating class numbered seventeen; now 228. For a time the en-

gineers threatened to crowd everything else off the campus.

In the founding of technical branches the University was among the earliest institutions in the country; among the state universities it was the first. In the early days the technical courses in engineering were limited, which gave the students abundant opportunity for cultural studies; but as the science of engineering developed it became necessary to add more and more of technical subjects to the curriculum to the exclusion of cultural subjects, so that the graduate in engineering to-day has had little opportunity for anything more than the technical branches and consequently is not so broadly trained as the engineers of an earlier time. The trend, therefore, of modern engineering schools will probably be toward longer courses, for the engineer of the future must be a broadly educated man, if he is to discharge successfully the functions that are bringing him into closer relationship with advancing civilization and the problems of the day.

The aim of the department is to lay a foundation of sound theory, sufficiently broad and deep to enable its graduates to enter understandingly on the future investigation of the several specialties of the engineering profession, and at the same time to impart such knowledge of the usual professional practice as will make its students useful upon graduation, in subordinate positions. The graduates have taken a prominent part during the past forty years in almost all the great engineering enterprises in the country, and in the vast improvements which have been carried out

or planned for our internal waterways, the Mississippi, Missouri, and the Great Lakes, as well as the Panama Canal.

The University, although a State institution bound to avoid sectarian connection, has always recognized as sound the enlightened public sentiment, expressed in the Ordinance of 1787 and in the constitution of the State, that religion and morality, as well as knowledge, are essential to good government and the happiness of mankind, and has steadily encouraged every Christian endeavor for the development of high moral tone in the young men and women committed to its care, and for the maintenance of a liberal and enlightened Christianity in the general, highest, and best use of the term. Christian associations and churches have continued to lend their aid with ever-increasing success and interest. Four of the largest churches in Ann Arbor maintain assistant pastors in direct efforts to reach the students, especially during the critical period of their first weeks in college; three guild halls have been established, and the Young Men's Christian Association of the University, incorporated under the laws of the State, has grown to be the largest student association of its kind in the world, with an enrolment last year of 1395 men. In this wholesome atmosphere of helpful influence are the young men and women of the University prepared for life and citizenship. May they remember the teachings of the fathers, and their fostering mother, and may prosperity and usefulness continue to be her portion.

CONGRATULATORY ADDRESSES

I

CHANCELLOR ELMER ELLSWORTH BROWN, LL.D.

OF NEW YORK UNIVERSITY

REPRESENTING THE ENDOWED UNIVERSITIES

THIS is a new rôle for me. After getting what education I could master, all of it in state institutions, and after doing my turn of teaching in the state universities of the West, I find that my one year in New York University entitles me to speak for the endowed institutions of the East. The term of my experience in these two camps is almost as sixteen to one, but there is nothing of magic in that ratio. We shall have to look deeper for a reason why New York University has the honor of representing the East to-day at this celebration of the beginnings of the higher education in the old Northwest.

New York University and the University of Michigan belong to the same decade. It was the educational ideas and aspirations of the eighteen-hundred-thirties that went into their making, and the finer spirit of that age was as active in the new institution of the East as it was in the new institution of the West. What Judge Woodward and Father Pierce and Isaac E. Crary were feeling after here in Michigan was the ideal of Morgan Lewis and John Delafield and Albert Gallatin and Chancellor Mathews in the city of New York. They sought to establish universities which should serve the American public more perfectly than any that were then in existence. An education which should be a higher education, indeed,

but should also be a broader education; an education such as Jefferson had projected for the Commonwealth of Virginia; an education of the people and for the people, in which the people should have pride and confidence. That was the desired haven and that was the guiding star of these adventurers, both east and west.

But the history of these two institutions has a still more intimate bond of connection; for it was Henry P. Tappan, who for six years had been Professor of Moral Philosophy in New York University, that the Regents finally made the first President of the University of Michigan.

I am not the only Michigan man now at Washington Square and University Heights. Lawrence McLouth of the class of '87 is head of our German department. Our staff of administration is made up principally of men from the smaller colleges of Michigan. Jeremiah Jenks of '78, Commencement Orator of 1912, casts in his lot with us at the opening of the next academic year. And all of us together will do well if we shall make any adequate return to New York for what she gave to Michigan when she gave to this University her great first President.

The difference between our state universities and universities privately endowed ought not to be exaggerated. But they are real differences, and are not to be ignored. The institutions of these different types have equally a work to do, a work which shall reflect a manifold lustre upon our common Fatherland. They are public institutions one and all. Those of the eastern state and of the older type have served and are

to serve the Nation well. They have sent many justices and senators and presidents to Washington. It is not at all unlikely that this year again one of the most venerable among them may furnish for the White House its tenant for a four-year term. Yale is willing, and her offering may not be refused. In that event there will be no moving day at the White House. Or if a Harvard man should be the chosen one, it will be no new experience to the college nor to the man. And if it should by any possibility be Princeton, why then, Princeton, too, will not forget that she has had her Madison there before, and that Cleveland was bound to her by peculiar ties.

In other ways than providing candidates for the presidency, the great endowed universities have a public service to render. Their work, I cannot doubt, is a work which they and their kind alone can do. On the other hand, the great universities of the states have likewise a work which they and their kind alone can do. Not only that, but they have given a new trend and a new spirit to our higher instruction, which are of incalculable significance. It is not too much to say that the most conspicuous fact of the past generation in this field is the fact that the state universities have found new ways in which universities may serve the state and have infused their new spirit into the whole university movement in America.

In recent years the older institutions have been free to acknowledge their indebtedness to the new. On the day of President Lowell's inauguration at Cambridge, President James of Illinois delivered an address on the spirit and the achievements of the

state universities. At its close, President Eliot said to the assembled Harvard alumni, "Men of Harvard, there is your competitor of the future."

The national dinner of the University of Michigan in the city of New York a year ago gave an impressive demonstration of the leadership which this University has exercised in the movement of the time. Even to those sons of Michigan to whom this demonstration could not be altogether a surprise, it was an occasion for a great heart-warming. A wave of pride swept over us at the Grand Review of our own Alma Mater.

I cannot speak simply for those institutions I am asked to represent to-day. I cannot speak as an outsider at all. We men of the seventies and eighties know that we were students here when President Angell and his companions-in-arms were fighting the last hard fight for the recognition of the state university idea and for the rightful influence of that idea in our American life. We saw them carry on their struggle with incomparable poise and patience, with all sweetness and enlightenment. The first place in our affection and admiration went unswervingly then as now to the one great leader who was for us the only Prexy in all the land. And those who were with him were a goodly company. Was there ever a gentler or a truer knight of any academic crusade than was Henry Simmons Frieze? And how many other names, beloved and honored, crowd upon the memory: Cooley, Prescott, Ford, Morris, Elisha Jones, Hinsdale, Pattengill, Walter! Except for the one great leader, I mention only a few of those who are gone,

and none of those who are still with us, though future historians will count them all of that same high fellowship. If this is the time when words of congratulation are to be spoken, we congratulate you, Mother of us all, that these have been the men through whom your words have been spoken, and that having lost men such as these, you are permitted still to go on from strength to strength.

Mr. President, our loyalty and confidence are unabated. You have followed the incomparable Prexy of our day, and the University goes on with never a break in its advance. You are doing new things, the value of which we gladly recognize. It is your high privilege to preside over an institution already recognized throughout the world as among the foremost in the sisterhood of American universities. In their diverse ways these institutions are all laboring for one great end. It is sometimes assumed and sometimes declared that the education of a democracy must be a low education. Our American universities are united in the belief that the education of a democracy must be a high education. How shall an education be both high and democratic? The answer to that question must be generations long. But the hope of our social order hinges upon that answer, and American universities will work together unceasingly that a true answer may eventually be given.

II

PRESIDENT JOSEPH WILLIAM MAUCK, LL.D.

OF HILLSDALE COLLEGE

REPRESENTING THE MICHIGAN STATE COLLEGES

It was but yesterday, as the history of states is measured, when a patriotic vision, a word of a legislature, and a tract of wild land were the sole evidences that the University of Michigan had begun to be. We who are here to-day may well marvel at the thought that in a brief three-quarters of a century has arisen from such crude and seemingly inadequate forces this magnificent institution, intended to be, as it actually is, the conservator of what is best in the life and resources of a commonwealth. A fitting occasion it is for felicitation from all who honor their land and their fellows. Not least among these are the friends of the colleges for which I have the honor now to extend genuine greetings, felicitation, and Godspeed.

High above the platform in our University Hall, higher than the ideal sketchings of art and learning, we read this inscription from the historic Ordinance of 1787, aptly and forcefully quoted by the orator of to-day: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Fitly would like prominence be given a part of the first amendment to the Federal constitution, submitted to the legislatures of the states in 1789: "Congress shall make no laws respecting an establishment of religion or prohibiting the free exercise thereof."

These two comprehensive principles, declared almost simultaneously by the same people, are consistent. The second, prohibiting a state church which might limit the freedom of the individual conscience in its most sensitive and sacred sphere, is so far from being opposed or indifferent to religion that it throws around it the guard of the fundamental law of the land, and reassures to religion the vital place in good government to which the Ordinance had exalted it.

Unhappily, we are prone to think of church and religion as synonymous, and a state or institution that has no church is here and there viewed as having no religion. The state may not impose the forms and creeds of any one religion or church, but a state wholly stripped of religion, which is a taproot of the morality that is vital to its very life, was most remote from the intent of the constitutional amendment quoted, and it is as remote from the mind of the most ardent defender of state education.

Church colleges, the mothers of the higher education, were from the start special agencies of religion as represented by a church broken into sects, each in conscience bound to maintain its own conceptions of religion. The state and its schools, in due time taking over a great part of the prodigious task of supplying an education suited to a great people in a complex state and national life, with demands hopelessly beyond the power of a divided church, have on the one side been charged with a deadening of religious faith, and on the other side have been pressed by those who identify religion with an organized church and insist upon an effacement of all

religious activities, now and then resorting to courts to this end. It is easy in this particular year of grace to talk about the recall of judges and their decisions, and one becomes bold to express the feeling that courts have in some cases failed to draw clearly the line between religion and a church, and have made decisions which deny to the schools the "free exercise" of religion broadly defined. Such decisions are measurably the product of an insistent public sentiment at the time. When in our political evolution public sentiment may decree that the religious side of the people shall come within the range of public education of the whole man, along with the physical and intellectual,—of course without ecclesiastic or sectarian bias,—the language of the decisions, open to diversity of interpretation as all language is, will receive an interpretation consonant with public sentiment as then expressed. The great subject of religion, which takes hold upon the profoundest and most universal aspirations of our being, will then have its just and avowed place in public education, no longer, as now, an incidental phase of philosophy. So much as a prediction.

The rise of state education has involved more than a mere entry into the field once reserved to the church schools. It has set for them new definitions of education, broader and of a cost almost prohibitive for them. A result has been that the church college has attempted an impossible competition—that of providing the sort and scope of curricula offered by universities which are supported by all the taxing power of the state, and adding the religious field

from which the university has been largely excluded by influences already indicated. It should have required no inspired prophet to see that the field in which there was no competition would suffer by the process, and it is not too much to say that, while straining their limited resources to keep the pace in multiplying subjects, costly laboratories, professional and technical courses, the emphasis on religious training, which chiefly justifies the mission of church schools, has not commensurately advanced. It is not said or believed that they are actually less religious, but that the *relative* emphasis is less. In late years their tendency has been toward a return to a fuller discharge of their original functions. A second prediction is that this tendency will mitigate the errors of competition, and a frank admission will be made that the state can and must do some things which the church cannot and should not attempt.

Sects as such are less and less in evidence in their schools. They are still ardent for education under broadly religious influences, but are directing their chief forces to non-sectarian lines and a citizenship of reverent faith.

He who said in substance that religions are many but religion is one, put a vital truth into a fitting phrase. Certainly creeds are many in name, but the religious intuition, varied in expression by differing conditions of men, is in essence one. Universal and deep-rooted, with or without formulated creed, it faces us on every side. In the era of education upon which we but lately entered, a key-note of which is the scientific study of the soul of man as an individual and

social being, with all of his modes of thought, will, and emotion, his natural, inherited, and acquired aspirations, predilections, and prejudices, this intuition cannot be evaded. Would it be a rash prediction that early in another seventy-five years the state through its university will bring into relief the nature and essentials of the religious life of its people, Jew and Gentile, Protestant and Romanist, liberal and conservative, religionist and non-religionist, and without offence to either interpret the unity of religion, as it is attempting to prove the unity of science and philosophy? It would be safely within the cherished doctrine of separation of church and state, and in accord with the declaration upon the trinity of religion, morality, and knowledge in good government and human happiness.

Be the future what it may in this respect, it is the high privilege and the duty of all of us to serve together for the good of all the people; and accepting your courteous invitation to participate here and now, which we interpret as a token of your desire for continued goodwill and coöperation, we heartily reciprocate, and pause where we began, with an all-hail and Godspeed.

III

PRESIDENT WILLIAM OXLEY THOMPSON, D.D., LL.D.
OF OHIO STATE UNIVERSITY
REPRESENTING THE STATE UNIVERSITIES

With full recognition of the honor of being permitted to speak for the state universities, I am also conscious of my inability to do them justice in pre-

senting their message upon this occasion, since there is such universal agreement as to the influence of the University of Michigan in the development of state university ideals for the country. There can be no doubt that each one, if permitted to speak for itself, would point out some feature of the education here that has been both helpful and inspiring.

While it is true that the rapid and substantial development of state universities through the Middle West has been since the great Civil War, it is not to be overlooked that from the very beginning the University of Michigan has been founded upon principles and practices so thoroughly American and democratic as well as sound educationally that it was the first to show the results of the state university policy.

It was the first university to grasp the central fundamental ideas in state education and to develop its usefulness to the state by a close and cordial relation with all the grades of public education. Here the public high school and the university have been intimately related from the beginning. In practically every state in the newer West the University of Michigan has been held as a model and a standard of efficiency. During the last quarter of the nineteenth century, when other universities were coming to their strength, this University and the State of Michigan were frequently cited as illustrating the normal and happy relation between the state and higher education.

Here the elective principle and the principle that the state through the university should provide an education that fits men and women for all kinds of

public service and for the highest types of citizenship, found cordial support. The result has been that the graduates of this University have reflected these principles in their citizenship. In other states they have been the active friends and supporters of public education. The state universities and public schools alike rejoice on this occasion to pay a tribute to the leadership and prestige of the University of Michigan. In these years of growth and progress the University enjoyed the distinction of having many men in the Faculty whose learning and character were a strong attraction to students in other states as well as in Michigan. Not the least factor in this career was the leadership of a president who for a generation was both admired and beloved by all friends of higher education. This occasion is the more happy that the most beloved of all state university presidents, James Burrill Angell, is here to rejoice with us. In his leadership we all follow, and for his commanding influence in American education we are profoundly grateful.

On behalf of the state universities I am happy in bearing greetings and in extending congratulations upon seventy-five years of service in the cause of education. But I am not less pleased in the privilege of extending congratulations upon the fact that for practically one-half of this period the University has enjoyed the advantage and distinction of having as its president the scholar, the Christian gentleman, and the student's friend who, as the years have come, has taken a place in our affections which entitles him to be called the Apostle John of all American presidents.

In these seventy-five years, long to be remembered for the stress of a Civil War that tested the perpetuity of our institutions and of our government; for an unprecedented national development; for a marvellous growth in population and the rapid rise of great cities; for the accumulation of fabulous fortunes and the unlimited discussion of political, social, and religious problems, the state university has been the most potent factor in our intellectual life. In the creation and development of these forces the University of Michigan has long been recognized as a safe and honored leader.

And now, President Hutchins, I congratulate you upon the distinction that is yours in this happy hour. An appreciative and grateful people rejoice that you have been chosen in a line of honorable and distinguished service. May your strength increase with the years, and may the University over which you preside, gathering inspiration from the splendid history that focuses upon this hour, meet the opportunities and duties of the coming years in the same loyalty to the truth, the same love of learning, the same devotion to the interests of the students, and the same spirit of service to the state that have given it a national recognition as a beneficent force in American education and life.

Again, on behalf of the state universities that I have the honor to represent, permit me to join in the felicitations of the occasion and express the hope that the honorable record of these seventy-five years may serve as an introduction to a long record of not less distinguished service.

SPEECHES
AT THE PRESIDENT'S LUNCHEON

SPEECHES
AT THE PRESIDENT'S LUNCHEON

[IN THE UNIVERSITY LIBRARY, WEDNESDAY AFTERNOON, JUNE 26]

I

PRESIDENT EMERITUS JAMES BURRILL ANGELL, LL.D.

MR. President and Delegates: Our students are habitually directed to this hall to find the treasures of learning. But when have so many such treasures been gathered here as are now brought by these learned representatives from the colleges and universities of our land? We beg to express our gratitude to you for manifesting by your visit to us the spirit of friendship and brotherhood which now binds together the institutions of higher learning.

It has occurred to me that many who are here are not aware how different, even as late as my earlier years, were the relations of these institutions. They lived in a certain remoteness from each other. They did not send delegates to visit each other on festal occasions. Perhaps it would not be unjust to say that at least in New England there was a certain rivalry, in some cases jealousy, of each other. The number of students in each being small according to present standards of numbers, there was sometimes keen and active competition in securing the graduates of preparatory schools. The appointment of the graduate of one college to the faculty of another was almost unknown. Consequently there was in each college a deleterious breeding in-and-in, and a certain narrowness in the life of many of the institutions.

How great and how beneficent has been the

change, I need hardly say. There is now a real friendship and intimacy between us. Instead of envying each other the numbers in attendance, we seek to learn of each other how to care for the numbers with which we are embarrassed. We study each other's methods of instruction and administration for our profit. We call bright young men from each other's body of graduates, to enrich ourselves with the spirit of their training. We rejoice in each other's prosperity, and delight to find opportunities to express our joy in festal occasions. We have all come to believe that any really good college or university helps and not harms any other really good ones, so we are all with glad hearts coöperating as best we can in doing our duty to the public and blessing the nation.

II

THE HONORABLE ANDREW DICKSON WHITE, LL.D.

Mr. President, Ladies and Gentlemen: Although I have never had the honor to sit on the benches of this institution as an undergraduate, I have been insisting for the last half-century that the best part of my education was given me by the University of Michigan. It is, in fact, just fifty-five years since I began to receive instruction here, in a course which lasted six years, this course consisting of lectures and other instruction in modern history, given by me to the Michigan undergraduates of that period, a course which benefited me quite as much as it profited them, and, very likely, more.

The men whose work had especially attracted me

hither were, at first, two: Henry Philip Tappan, President, and Professor Henry Simmons Frieze, later Acting President of the institution. To these were added, soon after my arrival here, Professors Cooley, Campbell, and others, association with whom I have always counted among the great blessings of my life.

The members of the Faculty were by no means my only instructors. For a valuable part of my education was received from my students, in my own lecture rooms and elsewhere. Many of these students were fully of my own age, several were older, and they taught me well.

It had been my fortune to receive instruction in my favorite subjects at sundry universities at home and abroad, and I came to Ann Arbor with an intense desire to bring the teachings of history to bear upon students, in view of the great crisis in our national history, which was then beginning to appear, and which four years later bloomed forth into the Civil War. I wished especially to awaken these men of the future to the duties of American citizenship, as taught by the examples of other nations which had gone through great troubles, trials, and ordeals, in their efforts to establish and maintain human liberty. But I soon found that in this awakening process my students were doing quite as much for me as I was doing for them. In a very real sense they were awakening and teaching me. I discovered that their questions upon my lectures and quizzes demanded learning such as was given neither at New Haven, Berlin, nor Paris, and I worked hard to grapple with them. During our discussions my students constantly pro-

posed new questions and suggested new ideas. Many of these youths were soon to become judges, members of Congress, presidents and professors of universities, and one, indeed, was ere long to be an honor and an ornament to the Senate of the United States.

In all this work of mine I was led by faith,—faith in two things: first, in the future of the newly established state universities; and secondly, in a great work to be wrought in the nation by the states of the Middle West. Hence it was that I came to believe that working upon the students in a western state university, especially in one so vigorous as was this University even at that time, was the best means of working on the nation at large, in view of the struggle then impending.

Both these articles of my faith turned out to be well based,—better based, indeed, than I had ever dreamed.

Out of the facts that I have thus far given many subjects might be drawn, but I shall confine myself at present to just one.

This one thing is the debt due this nation and to each and every one of its states by the men whom it has educated,—debts as yet not fully paid. I am assured as a fact that this institution has more of its alumni on judicial benches and in Congress than has any other of all her sister universities in the whole Union. Now, this being the case, I ask, what have these graduates done, and what are they going to do in their positions of influence, in order to make some proper return to their respective states and to the nation?

As to what they have done, I can answer for some graduates, and especially for those whom I saw go forth with the army which saved this Union, many of them to lay down their lives for their country. As for what those now living are to do, I hope and believe that they are to render those services to the states and the nation which are now so greatly needed. As graduates of this University in former days were willing to die for their country, I hope that those of the present day will be willing to live for their country.

All thinking men see that just now various great reforms are needed, and of these I will name three. [Mr. White then spoke of reforms necessary in the administration of civil and criminal law, and in sundry matters of state legislation, and continued, as follows:] Finally, let me call your attention to a third problem, which, though not a matter of life and death to our civilization, as are the two which I have just mentioned, is one of great and pressing importance. It concerns the fair fame of this Republic. It has to do with the relations of republicanism and democracy to sane opinion throughout the world. We are called upon to deal with it in view of that consideration to which Thomas Jefferson referred as a reason for presenting to the world the Declaration of Independence: namely, "a decent regard to the opinions of mankind."

Pardon me for intruding upon you certain experiences of my own bearing upon this subject. Four times during my life I have been asked to represent my neighbors at a national convention called

to nominate a candidate for the presidency. The first of these conventions was that which renominated Abraham Lincoln at Baltimore, in 1864. It was held in a theatre or opera house of moderate size. The delegates and their alternates on the floor outnumbered the spectators in the galleries. Any delegate could be heard and the discussions which took place were not prompted and not interrupted by spectators. There was nothing in it in the nature of a circus or show. It was discussion,—calm, deliberate, wise, and therefore fruitful in good results. It was directed to the interest of the whole American people, and not to the desire for spectacular effects by a mob crowded into the galleries. I repeat and accentuate this statement: that convention at Baltimore in 1864 was a deliberative body.

The next convention of which I was a member assembled at Philadelphia in 1872, and renominated Ulysses S. Grant. This convention was also held in an opera house of suitable size. Its delegates and alternates outnumbered the spectators. It was therefore a deliberative body. It was conducted by calm and thoughtful men. It tolerated no interference from the galleries. It was impressive, but not spectacular, and its conclusions, like those of the previous convention just named, were approved by the American people.

The third convention to which I was sent was at Chicago in 1884, and nominated Mr. Blaine. It was held in what was called in those days a "Wigwam," and in these a "Coliseum." The latter name seemed especially appropriate, for in it fundamental repub-

lican and democratic principles were butchered to make an American holiday.

For it was not a deliberative body. It was, in the lowest sense of the word, a "show." You doubtless remember Artemus Ward's answer when he was asked regarding his principles. "Principles?" he answered, "I ain't got no principles. I'm in the show bizzness." The delegates on the floor of this convention at Chicago in 1884 were outnumbered more than ten to one by the spectators. For while there were about a thousand who had been sent there as members of the convention, there were over ten thousand in the galleries. The result was that it was not a deliberative body. Not more than two or three of the really important speeches were heard beyond the platform. As a rule the talk which was heard was by eminent "fog-horns," men of more lungs than brains.

The newspapers spoke of the doings as "dramatic." That was a slander against the drama in any decent form. The proceedings on the whole were farcical. There were acrobatic tricks, clownish tricks, ground and lofty political tumbling of various sorts, stimulated by the galleries. The galleries themselves assumed an important part, and at times a leading part. I myself saw elegantly dressed men and women yelling, screaming, whooping, hissing speakers on the floor, and at times in hysterics—jumping up and down like peas on a hot shovel. I saw also various delegations trooping around the room, waving sticks and flags, making themselves and their country ridiculous. The childish character of such per-

formances has recently attracted the attention of that eminent philosopher, Mr. Dooley. In describing the proceedings of both the recent republican and democratic conventions to his friend, Mr. Hennessey, he remarked in regard to the trooping of delegates about the room in order to elicit the applause of the galleries,—"And then, Hinnessey, the honorable dilegates began a game of ring around the rosy." Mr. Dooley in saying this penetrated profoundly the whole subject.

It had, indeed, become mere child's play. Distinguished visitors from other countries also looked on, and it was only their politeness which concealed their contempt for these proceedings, which disgraced both republicanism and democracy.

It was evident that the interests of the millions of voters outside the convention were not thought of—the main object of interest was the galleries. Then, too, came the yelling at the mention of candidates, for half an hour at a time, and it appears that this has now been increased, under the fostering influence of the galleries, to very nearly, if not quite, an hour. One important result of all this was that most of the best speakers could not be heard. Another result was that instead of reports of the really important committees and speeches by thoughtful delegates, on candidates, resolutions, lines of policy, and claims of different portions of the Union, the space in the newspaper reports was largely sacrificed to accounts, more or less comically embellished, of the doings of the galleries and the effects of these doings on the convention generally.

Do you call this democratic or republican rule? I deny it. The ten thousand of the swell mob of Chicago and adjacent towns was a barrier between the convention and the people. This mob in the galleries evidently considered that their rights to "see the show" were paramount to the rights of the American people to be represented in a well-ordered deliberative convention. The gallery mob, indeed, alleged, as the papers at the time declared, that very many of them had paid well for their seats, some of them, in fact, according to the same authority, twenty, thirty, fifty, and even a hundred dollars. What they wanted, what they considered they had a right to, was a show,—in the nature of a circus,—and in this they insisted on taking part. The result was that the rights of ninety millions of thoughtful American people, outside the convention, were usurped by a mob largely from the purlieus of a great city, seeking a new form, and a very low form, of amusement. The evolution of this idea is clear. On the last night of the Chicago convention in 1884, when came the nomination for Vice-President, a mob largely of roughs was allowed to take possession of galleries near the platform, seizing in many cases the seats reserved for the ticket-holders, and there this packed mob applauded those who favored the Chicago local candidate for the second place in the ticket, and hissed all those who did not. Only one delegate ventured to breast the storm. I mention his name, not at all as his supporter at present, but for the truth of history. That man was Theodore Roosevelt. The whole vast mob howled and hooted "Sit down! Sit down!" It had no

more effect upon him than your December gales have on the big stone boulder which your Class of 1862 placed on the campus yonder. He stood calmly until he had tired out the yelling thousands, and then finished his speech protesting against the mob which was attempting to confiscate the rights of the citizens of this whole Republic.

Under such circumstances as these I have presented, a political convention ceases to be a deliberative body, and this fact is in accordance with a very simple principle of physics and of psychology. It is a principle which leads to the fact that tonguey politicians in such a convention are obsessed and possessed by a great audience closely surrounding them, rising above them, pressing down upon them, and thus shutting out the audience of ninety millions which lies outside and beyond. It is that fact, as simple in psychology as in physics, in accordance with which a bluebottle fly on the window in your room on the Pincian Hill at Rome will obscure the vast dome of St. Peter's on the distant hill of the Vatican beyond. It is a knowledge of this principle which leads managers of great trust and insurance companies to lay a ten dollar gold piece at the seat of each of its directors,—men who perhaps have an interest of thousands of dollars in the matters discussed at the meeting, but who forget this distant interest and come hurrying down town from distant parts of the city, in order to be in time to pocket the gold piece.

Of my fourth election as a delegate, about a fortnight since, I will not speak further than to say that I requested my alternate to attend last week at Chi-

cago mainly for the reason that, remembering my past experiences, I felt that, if I cared to waste time in a mob assembled for amusement, I could attend a better circus at home. I felt that were these conventions deliberative bodies, as down to a recent period they were, they would be worth attending. As at present conducted, they are simply the most contemptible of amateur shows.

As to the conventions of this year in Chicago and Baltimore, the reports in the papers show that they are mainly of the old amateur circus sort. What the vast majority of voters throughout the country wanted was reports of speeches from such men as Mr. Root and Judge Parker, and the minor speeches which were elicited, or which ought to have been elicited, by them from delegates on the floor. What the voters wished to know was what currents of thought were passing through the minds of their delegates with reference to the great questions which are now before the American people. But of all this they got very little, in fact next to nothing. Accounts of the "show" crowded out from the newspapers many of the most important discussions. The whole was simply an example of Artemus Ward's "show bizzness," conducted mainly for the benefit of a local mob. Do not think that I am alone in censuring this disgrace to both the great political parties. You can hardly have forgotten how, when one of the most eminent democrats in the Union returned from the Chicago convention of 1884, he poured forth, with an eloquence to which I can never pretend, his vexation and disgust at scenes of this kind in the convention of his own party, and

declared that they were a disgrace to American democracy.

I trust that you younger men now going forth from this great University, many of you hoping to enter public life, will set yourselves against this whole circus, fog-horn "show bizzness"—conducted, as it is, mainly for the benefit of stockholders in "wigwams" and coliseums—and see that pains be taken in the future to preserve the rights of the whole American people. Thus alone can the newspaper organs of public opinion present the real utterances and vital discussions of these conventions, unmixed with folly or farce. To secure this consummation I would go to great length, and, indeed, might possibly advocate a statute which would declare null and void all nominations made by a convention, either state or national, in which the majority of the persons present was not composed of delegates and alternates.

You may consider that the contempt of thinking lovers of liberty throughout the world for such proceedings in nominating a Chief Magistrate of the United States is of little importance. Such was not the feeling of Thomas Jefferson. I again recall to you that utterance of his, in the most important document ever sent out by a convention to the world—"a decent regard to the opinions of mankind."

III

CHARLES FRANCIS BRUSH, LL.D.

I FIND it a great pleasure to return occasionally to my beloved Alma Mater and observe its steady growth,

intellectual and material; the steadily increasing number of its splendid buildings with their fine equipment; the thousands of magnificent trees on the campus which were mere saplings when I was a student here. My own class tree is one of the finest of these, but our class stone, which seemed a mighty boulder when we brought it miles from the country with much labor and expense, looks smaller every time I see it. By contrast with its environment it has shrunken to insignificance in size, but the sentiment connected with it glows as brightly as ever.

Our University is celebrating the seventy-fifth anniversary of its founding. Seventy-five years is a long period in the life of an individual, but it is youth in the life of a great university. Many American institutions of learning are much older than ours. Harvard has nearly four times our age to her credit.

Let us boast, then, not of our age, but of the accomplishments of the wonderful period in which we have lived and grown great, and of our part in those accomplishments.

Seventy-five years ago the older colleges were confined to a very narrow range of instruction, consisting largely of Latin and Greek. Since that time the enlargement of the field of knowledge has been greater than in the preceding thousand years; and our courses of instruction have multiplied accordingly, so that now we offer to the student for selection enough courses of study to occupy the best part of his lifetime if he were to take them all. I doubt if the graduate of that period could pass the entrance

examinations of to-day without first spending a year or two in a preparatory school.

It is interesting to reflect that virtually all the great achievements of modern civilization are embraced in the lifetime of our University. We have witnessed the growth from early infancy of the world's vast system of steam railways, the iron and steel industry, the great chemical industries, and the use of mineral fuel. We have witnessed both the birth and development of the mineral oil industry and the use of natural gas; of steam navigation and the giant steel ships of to-day; of the great steel battleships with their steel armor and their monstrous steel guns; of mighty steel bridges and steel buildings; of the telegraph and the telephone; of the electric light; of the electric railway, which has revolutionized city and country life; of electric power transmission, making available the vast energy of our great waterfalls; of the steam turbine, the gas engine, the flying-machine, the automobile, and many other things. We are now witnessing the passing of the horse, the nearly universal beast of burden and locomotion for thousands of years. In the realms of science the discoveries of the last few years are quite unprecedented in a like period of any age. We are actually learning something of the structure of the atom at one end of the scale of magnitudes, and of the constitution of the universe at the other end of the scale.

Engineering achievement and scientific discovery seem to be advancing in geometrical progression, or as some power of the time involved; and the end in any direction cannot be predicted. As the fron-

tiers of discovery are pushed forward, unlimited new fields for exploration come into view.

While these great achievements have been in progress our University has grown from small beginnings to a conspicuous place in the very front rank of great American universities; and in the advancement of knowledge during this unparalleled period we have contributed our full share and more than held our place. Always and everywhere our graduates are to be found among the leaders in all the higher fields of human endeavor.

Great as we have grown, however, a greater future awaits us. We shall harvest as we have sown, and must continue the sowing for a yet greater harvest. All honor and praise to the University of Michigan.

IV

PROFESSOR WILLIAM HENRY HOWELL, M.D., LL.D.

It has been some twenty years since I had the pleasure and the privilege of being a member of the Faculty of this University. Although this connection lasted but a brief three years, it formed an eventful period in my life, for I made here some friendships which I prize highly, and I acquired for the University a respect and an affection that have been intensified by every succeeding contact. My acquaintance with what I may call the best of the state universities converted me into a warm advocate of the system of state universities as contrasted with private foundations. It seemed to me then, as it does now, to be a fine thing that every citizen of a commonwealth

should have the privilege of contributing through taxation to the support of a complete system of education extending from the primary schools to the university and its professional schools, and that every citizen who believes in this state-controlled education is at liberty to advocate openly by every legitimate means the continuation of generous appropriations on the part of the legislature. Such a method of obtaining the necessary funds for the maintenance and growth of an educational institution seems to me to be more direct and, if I may say so, more self-respecting than that of dependence upon the bounty of wealthy patrons, for a relation of this latter kind not infrequently forces the university and its officers into the unenviable position of a mendicant asking for alms. The history of the state universities has demonstrated beyond any doubt that our states are able and willing to promote the higher as well as the lower education, and the increasing liberality with which their institutions of the higher learning have been treated not only indicates that the people are entirely satisfied with the investment, but it also furnishes conclusive evidence that those who have been charged with the expenditure of these large funds have acted with great wisdom and success.

If we may judge from the growth in the number of students, the success of the state universities has been remarkable, so remarkable in fact as to suggest certain serious thoughts as to the future. When I was here twenty years ago I looked upon this institution as a going concern of somewhat unwieldy size, but since that time it has been growing and

spreading like a green bay tree, and one naturally inquires where the process will end. If you have now five or six thousand students in attendance, it is quite probable that in another decade or two this number will be doubled, and when we consider the growth in population and wealth which may be expected in a state like this, it does not seem impossible that there may come a time when, as in the universities of the Middle Ages, there may gather here twenty or thirty thousand students seeking that general education which we Americans believe that every citizen, man or woman, has a right to possess. Such a prospect or fancy is not altogether pleasant to contemplate, for it may be asserted with some positiveness that the difficulties of instruction increase about as the square of the number to be taught. If any such growth takes place, the final solution of the difficulty, so far as I can see with my untrained vision, will be found in the plan of establishing different foci throughout the state to take care of the general fundamental education and reserving the state university for the higher special and professional training which constitutes the real function of a university. There is little danger that so-called graduate instruction or professional or technical education will ever suffer from excessive numbers of students, since in the nature of the case the demand for such training will be restricted to a certain small percentage established by the needs of the community, and there is little possibility that any one university will be called upon to supply the demand for any large area of the country. In medical education, for example, I am happy to believe that

no one institution is likely to monopolize the best of the teaching talent or a large proportion of the students. The tendency, on the contrary, is toward the establishment of many good schools in different parts of the country, eventually perhaps one for each state, which will so divide the number of students that each school will be kept of a manageable size. The subject of medical education, as you know, has been under very active discussion in this country for the last decade or two. There has been an almost unbelievable number of essays and lectures upon the defects of our present system, and any number of suggestions of plans to overcome these defects and establish a satisfactory system of medical instruction. While there still prevails a great diversity of ideals, the outcome of all of this discussion has been a general improvement in medical training, an advance all along the line, and in this advance no school has taken a more honorable part than the Medical Department of this University.

When the methods of the experimental sciences began to penetrate into the field of medicine, some of the older and more influential schools failed to adjust themselves to the new conditions and thereby lost gradually their prestige. The Medical Department of this University, on the contrary, was among the first to adopt the newer methods of instruction, and early enrolled itself among the progressive schools in this country. It adds much, I think, to the credit of the University that all of its good work in this direction was done quietly and modestly without undue flourish of trumpets. Its behavior in this

respect contrasts favorably with that of some of our eastern schools, which, when forced by the pressure of competition to modernize their methods, have been quick to make a virtue of their necessity and have attempted to claim among their own clientèle the advantages of leadership, when as a matter of fact all they have been entitled to has been a high privacy in the rear rank. The enlightened progressiveness shown by this school is attributable in the long run, I suppose, to the fact that it is so closely associated with the academic side of the University. For when all is said, the advances in medical education which we talk so much about consist simply in the introduction into the medical course of university methods and ideals. Some of us believe that there is much room for improvement in this direction, for as a matter of fact these methods and ideals have penetrated fully only into the first two years of the course, and we hope that the time is nearly ripe for their extension into the clinical years as well. The logical deduction from the past history and present tendencies in medical instruction would seem to be that some such modification of clinical teaching will constitute the next notable improvement in medical education.

But while the medical school at Ann Arbor has enjoyed the advantages of a close association with the University and has demonstrated the beneficial results of such an association, I am convinced that in an immediate way it owes much of its success and progressiveness to the determined spirit, clear vision, and devoted loyalty of him who for so many years has acted as its Dean. The best means of determin-

ing whether a school is thoroughly modern in spirit and awake to the needs of the time is found in the character of the appointments made to the professorial staff. In any institution, I suppose, and particularly in medical schools, on account of their connection with the practice of medicine, there exists some pressure to give the appointments to important chairs to men of local prominence and influence. Appointments of this kind are usually very satisfactory to the community concerned, and I should imagine, although I speak here with great hesitation, that in state schools this pressure might be greater than elsewhere owing to the influence such names might have upon the question of legislative assistance. Whether or not this condition of affairs has prevailed here to any extent is, of course, hidden from me, but what I and others must recognize very thankfully is that in this school for many years the appointments to important chairs have gone to men who have been qualified in the best sense for the positions, that is to say, they have been men who have had the training of specialists, who have been able to teach their subjects according to the methods used in the best schools of the world, and who, moreover, have been qualified to advance their subjects by independent investigations. For it seems to me that any school which aspires to be in the first rank must not only aim to make its instruction sound and modern, but it must also establish its claim as a source of new knowledge. This obligation is laid upon your school as it is upon other schools of similar influence by the principle of *noblesse oblige*. A first-class school cannot afford to

be simply a disseminator or purveyor of knowledge gathered by others; it must give something in return; and this principle has been recognized and fully lived up to by this school. The record made by it for important and scholarly contributions to medical science and medical practice is equal, I believe, to that of any other medical school in this country. I hope, in accordance with the teaching of the parable of the talents, that the wise use which you have made of the treasures committed to your care will bring the reward of larger means and wider opportunities. As a former teacher and honorary alumnus of the school, I may perhaps take the liberty of indulging in one mild criticism, namely, that the school has been somewhat indifferent in the matter of allowing its teachers to be called elsewhere. My friends here will suspect that this is a criticism suggested by my own experience. It is true that when I was called to another position I accepted, and severed my connections here in an easy and friendly way. I have since come to recognize that, so far as I was concerned, this separation was effected without proper consideration, for I have not found elsewhere better opportunities for work nor any pleasanter or more stimulating environment for living. The loss in this case was mine, not the University's; my place was filled promptly and more than satisfactorily. I know, too, that a number of your men have refused to accept what seemed to be most flattering and advantageous offers to go to other institutions, although in how far their steadfastness was due to an effort on the part of the University to retain them, rather than to their own feel-

ing of loyalty, is unknown to me. Still, I have heard the remark made from time to time that Ann Arbor lets its men go too easily, on the principle apparently that there are as good fish in the sea as ever came out of it. The adage is true, no doubt, but the sea is a wide, wide place, and even with so skilful and successful an angler as Dr. Vaughan, it is not certain that you can make just the catch you want at the time you want it. I know all the difficulties, financial and otherwise, connected with such matters, but on general principles it seems to me that a school should try to hold on to its good or even to its fair men; partly because of the uncertainties connected with the process of finding suitable substitutes and partly because of the impression produced thereby on its circle of friendly competitors. Exchange of professors and exchange of students are both good principles, but in the nature of the case the benefits, if they are to be distributed equally, must rest upon an exchange that takes place in both directions and on equal terms. When the current sets more one way than the other, the advantages are with the *terminus ad quem* rather than with the *terminus a quo*. A school of the importance of Michigan cannot afford to be regarded in any sense as a recruiting station for other institutions. I have no doubt that this criticism is applicable mainly to times that are past rather than to the present, but I have ventured to make it in the first place because I have heard it made by others outside, and in the second place because the remedy which suggests itself supports a favorite thesis of mine to the effect that our universities would do well to give

some attention to the matter of making professorships attractive outside the questions of salary and equipment. I forbear, however, from enlarging upon this point.

To return briefly to a matter which I touched upon a moment ago: it seems to me that the Medical Department of this University has a special opportunity to make an important contribution to the subject of medical education in this country. Out of our present somewhat chaotic conditions there must be evolved a national system or type of medical instruction suitable to our needs and of a character such that it will be adopted throughout the country. So far as I can see, this unification of medical instruction must be effected through one of our state institutions, for they only have sufficient control of all the underlying education to enable them to coördinate properly the preliminary and the professional training. Among the state medical schools, yours is the best known and has the widest reputation. It has an honorable history and an established position. It has the support of a great university and the resources of a rich state. In any plans that it may wish to carry out it can afford to be independent of considerations regarding the effect upon the number of entering students, that nightmare which has so often paralyzed the progressive activity of some of our institutions erected upon private foundations. In the competitive struggle now in progress to attain a system which will best suit the needs of our times, this school, it seems to me, holds the strategic position, and I hope that the matter will meet with your serious consideration, that you will try out

and perfect a plan of medical instruction founded upon an adequate general training, which will be adopted as a national system. Such a unification of our first diverse ideals is bound to come in the near future, and it would be a great triumph and a great service for this school to lead the way in this as it has in other vital questions pertaining to medical education.

THE COMING CITIZENSHIP

COMMENCEMENT ADDRESS

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PROFESSOR JEREMIAH WHIPPLE JENKS, LL.D.

[DELIVERED IN THE PAVILION, THURSDAY, JUNE 27, 10 A.M.]

THE exercises of the morning are held primarily for the young men and young women who to-day first formally commence their tasks as members of the commonwealth. I am to speak in behalf of our loved Alma Mater, the great State University that holds it her prime duty to fit her sons and her daughters for their responsibilities as citizens. I have therefore thought it fitting to choose as the topic of the hour The Coming Citizenship.

These days of political turmoil and strife are not only interesting, exciting. They are portentous or hopeful with issues that are vital. As citizens we should, if possible, avoid mistakes. If we would form sound judgments, we must look closely into fundamental principles of society and of life, for politics is an outgrowth of deeper causes.

To look ahead and judge the coming citizenship, we must note the signs of the times in various fields. I am not speaking only, or particularly, of the present political campaign. It would not be fitting on this auspicious day, when so many of you are to enter the path of your life's activity, to attempt to stir a momentary enthusiasm for any temporary candidate or any temporary cause. Rather is it fitting to point out the signs by which we may judge the direction in which our State is moving, and indicate the principles by which we may for a longer time wisely guide

our acts as citizens, for an obligation that we must not ignore rests upon each of us to do his part as a member of the community.

Our country as a political body, the state, is simply all of us—the citizens. Our government is merely our grand committee to formulate and do our bidding in political matters in accordance with the rules laid down for guidance by ourselves and our fathers.

And we as citizens are still men and women with our various interests, our hopes, our fears, our desires, our purposes. But with all this variety each man's nature is one. Each man's life is a unit. Here and there, perchance, may be found a double character, a Dr. Jekyll and Mr. Hyde; but such a being is abnormal, a fit subject for the alienist. He is not a man. The character of man is the same, and ought to be the same, in all his various activities,—economic, social, religious, political.

If we find, then, the trend of men's views in religion, in morals, in education, in business, we may be sure that we can judge the drift of their political thinking; and we shall not be misled either by any chance outburst of the day's enthusiasm, or by any halting fear of a forward movement.

What are some of these signs of the times?

Some two years ago a group of university seniors asked me to meet them for a Sunday evening talk. The subject was to be of my choosing. Acting on the example of a fellow economist in another university, this suggestion was made as a basis for our talk: Each person present was to assume that he believed in the traditional, old-fashioned doctrine of an immediate

formal judgment after death, which should determine the future happiness or despair of human souls. Each was to imagine that he was St. Peter, the Judge. Then he was to consider how those coming before him for judgment could be asked two questions so all-searching, so ethically fundamental, that the answers would enable him to decide justly the fate of the soul newly freed from the fetters of the body.

Each student present was given five minutes to formulate and put in writing his two questions. The papers were then gathered and classified. To my great surprise, out of some twenty-five students,—not goody-goody men, but the leading athletes, editors, managers, the prominent strong men in all fields of activity of the senior class,—all but three had in substance asked the same two questions. The three exceptions had apparently been influenced by some religious bias. They asked such questions as, Have you, in your earthly career, followed the teachings of the Bible? or, Did you lead the life of a Christian? But with these exceptions, all framed, in substance, these questions:

(1) Were you in life absolutely square with others and with yourself?

(2) Did you on earth live for yourself or for others, for the community?

These questions, though not technically religious, in reality do sum up in cogent form the fundamental conceptions of Christianity, and it is a most hopeful indication of the trend of thought of the coming citizens that a group of young men of the most varied interests and tastes and habits should, without con-

ference, within five minutes, have agreed on these fundamental principles: truthfulness, clear-sighted judgment of self, and unselfish regard for others and for the public, as the supreme tests of a good life. The unanimity and promptness of the replies show them to be formulated life principles in the student body of the upper class. You would doubtless find it so among yourselves. It is in the life of the time.

These heart-searching thoughts to these students were religious in character, but are they not equally valuable as tests for citizenship? We too often look upon the act of voting as the primary right and duty of the citizen, but has not citizenship to do with practically all the fundamentals of life? When Miss Stone was captured by Bulgarian brigands in 1901, the government of the United States did not inquire whether Miss Stone was a voter; she was an American citizen entitled to protection. Every child born into American citizenship has its rights and its duties prescribed long before the passing years have given it the right and the duty of exercising a direct influence upon government by voting. A few weeks ago one of America's best known multimillionaires waited calmly, heroically, to meet his fate on the sinking Titanic. The following week the papers discussed the legal rights of even his unborn child cared for by the laws of the state and nation.

Citizenship is not a matter of light concern, touching only an act or two a year. Citizenship has that "high seriousness" which Matthew Arnold says forms the substance of all of the best and noblest poetry. Citizenship touches the deep things of life,

—religion, morals, and business, and finally politics as the reflection or the outgrowth of all these. The statesman is the man who foresees, uses, guides the forces upon which all these ideals and practical activities of life are based, in order to bring about through legislation and administration the welfare of the people; and the people's belief in what really constitutes their welfare—religious, moral, economic—gives the statesman his power, and that belief is primarily the moving force in guiding the affairs of state. In the vegetable and animal kingdoms the survival of the species seems to be the blind aim which guides the instincts and habits and lives of the individuals. In society, not only the survival of the tribe or of the state, but likewise the welfare of the members of society and of the citizens, are in the long run the goal toward which society and government are striving, and the purpose toward the attainment of which statesmen bend their efforts. In all the great fields of human thought and action, religion, morals, business, politics, the same characteristics of human thought manifest themselves in different countries, and observation of the direction of human thought in these fields shows clearly the direction in which the state is driving. Thus can we judge the coming citizenship.

Religion. In all great religions that have shaped on a large scale the welfare of humanity, the ideas of sincerity and of unselfish service for the salvation or betterment of humanity, and this through the acts of individuals, have been dominant. When, a few weeks ago, Yuan Shi Kai, the President of the new China, sent his greetings to a gathering of Christian mis-

sionaries expressing the goodwill of his government and of his people toward those who had striven unselfishly for the welfare of humanity and of his people, he was expressing the spirit of the great Confucius, whose teachings for five and twenty centuries have contributed so much politically as well as religiously to the welfare of the human race. "There were four things," say the Confucian Analects, "which the Master taught: letters, ethics, devotion of soul, and truthfulness." "Tsze-Chang having asked how virtue was to be exalted and delusions to be discovered, the Master said: Hold faithfulness and sincerity as first principles and be moving continually to what is right. This is the way to exalt one's virtue."

In Buddhism a like lesson is taught. Sakyamuni, the Buddha, son of the king, left his sleeping wife and babe, abandoned family and friends and wealth and power, to become a homeless wanderer, a penniless seeker after truth, in the same spirit of devotion to the welfare of others, in the same belief that only through the self-forgetful act of an individual could the way of rest and peace for suffering humanity be found. And when his search was ended and he believed that he had found the way, the teachings by which his many scores of millions of followers have been led to acquire merit for the peace of their souls, inculcated the same principles of truthfulness and unselfish sacrifice to elevate humanity.

The ancient Hebrew prophets taught in no less certain way the same fundamental principles as regards the spirit which must guide the acts of the true servant of Jehovah.

In Christianity, in addition to the purpose and the aim of religious teaching, Jesus gives us more clearly than any other of the founders of the great world religions, the method by which these principles, worked out in human character, tend to bring about the Kingdom of God on earth, the true Republic of Freedom. The Founder of the Christian religion was a great Personality of marvellous independence of judgment, an iconoclast ready to assume the responsibility of breaking the letter of the law despite the prejudice and opposition of his fellows, in order that the spirit of the law might be upheld. The underlying principles of his life and his teachings, summed up in words of thought and action, seem to be substantially identical with the fundamental principles of popular self-government, thus indicating again that the field of politics and that of religion, though different in their methods of cultivation, may often and ought always to produce like harvests. Last week in Chicago progressives and conservatives in politics wrestled for the prize of leadership. This week a like contest is waging in Baltimore.[1] Last week I saw a like progressive *versus* conservative contest in a religious matter, the question of the interpretation of the Scriptures. Such questions, too, rouse passions not easily quieted. In times past they often led to murderous war. In the religious realm, we never find the Founder of Christianity hesitating to assume as an individual the responsibility for his own teachings and his own acts. Must not the citizen in the coming democracy be ready to stand alone, not dictated to by the leader

[1] June 27, 1912, the democratic nominating convention was in session.

of his faction but himself bearing the responsibility of his acts? In so doing, it is essential that he do his own independent thinking, and reach his own conclusions after due deliberation. Such a citizen will, of course, render obedience to the laws made by himself and his fellows with the purpose of promoting the welfare of his fellow men.

A few weeks ago I was attending a dinner in one of the rooms of a great modern church. A man sitting by my side called my attention to the fact that throughout the winter months that room had been used for the playing of basket-ball by the young men and boys of the church in order that their physical welfare might be cared for in suitable surroundings. Everywhere in the Young Men's Christian Association buildings and in their activities, we find emphasized the threefold nature of man. Building a man's body into health is closely related to developing his mental strength and to giving tone to his moral and religious fibre. Those of us who followed the newspapers during the winter and early spring and noted the activities of those who were guiding the Men and Religion Movement, could not have failed to see that the man's "job" promoted by the leaders of that remarkable movement was nothing less than the development of all round citizenship in the best sense of that word, the building up of men to promote the welfare of their fellow men in the community and in the state. This is the new activity in religion that points toward the coming citizenship.

Morals. The morals of a people are only their customs fixed in their minds as acts that are right as

distinguished from those that are wrong. A comparative study of the morals of different nations shows that the question of the right or wrong of a specific act has ultimately been settled for each tribe or people by their belief in its effect upon the public welfare. In earlier stages of society, property was generally common, so that theft was practically an impossibility. Polygamy was usual and right; under monogamy the tribe would have perished. The methods of preparation and the use of food and drink, the kinds of clothing, of shelter, of manners, of communication, gradually grew up in different nations. Later they were fixed by the ruler, often under taboo, or as the commands of the gods; or else in some other way they were given a religious sanction.

As the centuries passed, the customs and the kinds of sanction changed, until now the individual does not accept without question the dictum of the ruler or the priest. He seeks his own enjoyment, his own welfare. Now, it is not necessarily the ruler who sets the fashion, though in monarchies he often does. Any one in our country is the leader who can make himself heard and can secure the acceptance of his views. Writers on our customs or habits of living or morals, including matters of marriage and divorce, of the treatment of the sick, of the modes of entertainment, as well as those on questions of clothes and manners, say now almost what they please. It may be that if they speak too contrary to custom, they will be looked at askance, but if they seem sincere, they will be listened to. Often their suggestions will be followed. What will be the outcome of the present trend toward individual think-

ing on morals and of the willingness of the individual to accept the responsibility for his thoughts and acts, is not yet seen. But this is sure: it will be in each nation what most people think is best for all the people. Never before, perhaps, even in the days of the noblest civilization of Greece or Rome, have there been so few preconceived views of the right and wrong of specific acts as established by tradition. We cannot forget the pathetic scene of the death of Socrates in the Crito of Plato. It was in the wonderful age of Pericles that the great moral philosopher was forced to drink the hemlock because he dared to think and to speak his thoughts; and we cannot forget that in the days of the Cæsars Christians were thrown to the wild beasts for religion's sake.

Rarely if ever before has there been so great tolerance of individual thinking on social questions as now; seldom has each person been so free to seek his own happiness in the way that seems to him best so long as such search for individual happiness seems likewise to promote, or even only not to hinder, the happiness of all. Indeed, so long as the expression of individuality seems to be unselfish or public-spirited, it is easy for it to become fashionable and readily followed by all. To take the extreme example, note the moral attitude to-day as contrasted with only a score of years ago toward the question of the Social Evil, where the public is rapidly coming to put less blame upon the woman, but rather to note the causes, economic and social, that have led her away, the emphasis being placed not upon sin or guilt and penitence, but upon possible changes in environment or law that

shall improve conditions. We are coming more and more in matters of morals to permit each to think and act for himself so long as his act is sincere and unselfish. Although we have not yet reached that goal, the trend of modern thought and action is so strong in that direction that eventually, perhaps, each may think independently without condemnation so long as he takes the responsibility for his acts; and so long as his motive is good and his acts are not contrary to the interest of all, he may live his own life, whatever it be, without public reproach. The bearing of this attitude, whether you consider it praiseworthy tolerance or blameworthy laxity, upon the political thought of our time cannot be ignored.

Education. As society is made up of us all, and as in the modern democratic state each of us is playing a more important part than heretofore, it is natural that we should lay continually increasing emphasis upon education. We feel that we must train our rulers. But the progress of democracy has brought about a noteworthy change in the methods of education. In the great University of Cairo to-day, where the customs and religion of the Mohammedan despot still linger, though rapidly vanishing in the field of government, we may still see hundreds of students committing to memory the Koran by rote, with the teacher making little or no attempt to inculcate the meaning of the teachings of this Mohammedan Bible. Under the theory of despotic government in China in the earlier days, the teachers, with the profoundest respect and love for learning, taught the children in like manner merely to memorize first the sounds and afterward

the thoughts of their great religious teachers. The commentaries on these teachings were not suggestions as to the way in which they should be applied in new and changed conditions, but rather a scholastic effort to see what those words might in themselves mean. A reverence for the views of the ancients rather than care for the welfare of the moderns was the keynote of interpretation and of teaching. But with us to-day our philosophers of teaching lay emphasis first upon the development of individual thinking power, and second upon the social purpose of the individual. In consequence, we are creating in our schools a people of thinkers, it may be iconoclasts, persons ready to overthrow the old traditions, but nevertheless people of power, and, far more important still, people who in the long run will have an unselfish social aim.

Industry. Many of our magazine writers to-day seem to assume that the field of industry is quite distinct from the field of morals or that of religion, and that the relation of industry to government is anything but moral or religious. Consider, however, whether these same principles that affect individual action in the fields of religion or morals or education, do not play a like part in the realm of business. Since the growth of our great industrial combinations, many have feared that the personal initiative of business men will be crushed; that almost all men will be merely hired servants, working under orders; that machines will replace men, and that where men work with machines they will be so controlled by machine conditions that their manhood will be dwarfed. It has

seemed, also, to be common opinion that the aim of social betterment is seldom found in the business man, but that economic selfishness alone is the dominant force in business. It is best, however, to probe these beliefs somewhat deeply. In part they are true. So far the evil must be fought relentlessly. Largely they are mistaken. Doubtless in industry, as in every field of endeavor, the leaders of first rank are few, but that has always been so. That will always be so. Men of really first quality are extremely rare, whether the test be weakness or ability, wickedness or goodness. We are most of us mediocre. Let us acknowledge it. But what are the chances to rise? How often and how far? That is the prime consideration.

Never has there been such an opportunity for a man of capacity as now. Never has there been so fierce competition among men of genius, and the successful man in business now attains rewards far beyond those ever possible before. The former village patriarch has now become a national character. The former small city merchant is now an international figure. The telephone, telegraph, railroads, the ocean liners have in the field of business annihilated distance so that there is no limit to the range of a person's influence; his attainment is bounded only by his range of conception. Does that not stimulate individuality?

Twenty years ago, when we first heard of one hundred million dollar corporations, it was often said that the limitations of the human intellect would set bounds to the growth of corporations; that no one man could well direct the work of so gigantic an en-

terprise. But the principles of business organization enable a man easily to grasp as a whole the great branches of his business, and details are readily delegated to subordinates. Corporations with a capital of $100,000,000 are already almost numerous; and the head of a thousand million dollar business has time, after his work is well and efficiently done, to be president of an automobile association and to preside at functions of women's clubs. The range of individual action and influence has enormously increased with the improved methods of communication which are breaking barriers down.

The fact is often overlooked, too, that the giant trusts are the normal outgrowth of the competition of individuals. Almost without exception it is fierceness of competition that has led to combination. Whenever separate companies combine into one, the best leader takes the headship, and his position is higher than any that existed before. But within the great establishment there are many subdivisions, each division has its head, and the independent judgment of the head of a department counts now for more in many cases than did in former years the judgment of the president of a separate establishment. The largest organizations offer the highest prizes for individual initiative on the part of their employees. Competition among superintendents of different establishments within a combination is both fiercer and more intelligent than that among independent establishments. For the records are kept so accurately that each man knows exactly where he fails and where he succeeds, and moreover each one

knows that upon his success depends his advancement. Individuality is not stifled by big business. It is often stimulated. Are the trusts, then, really undemocratic? Some few of the leaders are doubtless despotic in desire and even at times in intent and act. But the methods of business, the organized industry duly controlled as it may be, will give to the enterprising young man and to the people alike, advantages not known before. Moreover, much of the most thoughtful care for workingmen, in spite of notable exceptions, is to-day shown by the largest establishments.

At no period in the world's history before has there been such high efficiency in the management of business, and this saving of industrial energy, leading to the creation of more wealth, means in the long run shorter hours, better wages, improved standards of living for the workingmen, progress in society as a whole. Whatever the present evils of the distribution of wealth may be, and they are many, though lessening, nothing can be more certain than that advance in general comfort must be and will be preceded by greater production of wealth; and that will come through organization duly controlled.

Among the workingmen the conditions, while not the same, are even more encouraging. The great labor organizations are looking, to be sure, for their own welfare as that of the wage-earning class, but the numbers of the wage-earners are so large that this struggle for their class is largely a struggle for others. The spirit is generally not that of individual selfishness, but of class self-interest promoted often

by individual sacrifice. If Gompers and Mitchell and Morrison spend months in jail as the court decrees, no one who knows them will doubt that their sacrifice is an unselfish one, whether or not he approves their judgment regarding methods of action. Not yet have we discovered the means by which the most efficient skill of the individual can become the highest blessing for all; but the struggle for the improvement of the welfare of one's group is distinctly in a nobler spirit than the struggle merely for one's own gain; and the trend is in the right direction. The spirit of coöperation is dominant even though the class struggle remains. When the intelligent knowledge of all business conditions is widely enough extended, the spirit of coöperation will include all of society and we shall have the feeling of individual responsibility, of independent thinking and judgment, of growing skill combined with the sentiment of social service in the industrial field as in the field of morals.

Politics. How do all these conditions, industrial, moral, religious, affect politics? What is the coming citizenship to be? The state is society, all of us, organized for the purpose of promoting the welfare of all, through the enforcement of rules made by all in the interest of all. The acts of government differ from the acts of other social organizations, those active in the fields of religion, of business, of education, in that government, if necessary, employs compulsion, force. The state is all of us active and compelling action for the interests of all. But the individual citizen in the field of government is the same man who is active in religion, in morals, in business. His nature

is not changed. Whatever characteristics are found in the other fields will be found in the realm of politics. The coming citizen—and he is already here in large and rapidly growing numbers—will be a personality bearing responsibility readily and willingly, thinking independently, a man unafraid of the new, because, self-reliant, he has thought out the new, basing his judgment on the experiences of the old. The coming citizen will demand the power to choose, and he will readily take the responsibility for his acts. We may count on the growth of the rule of the citizens. They will not be denied. He who stands in the way will be overthrown.

But the coming citizen, also, in the fullness of time will vote and rule not selfishly, because the spirit of the times is becoming more and more unselfish in all ranks of society. He will vote and rule in the interests of all. We may grant that many men are selfish, men in high office still abuse their powers. But this abuse is seen far less often than thirty years ago. The time has already long passed, in any English-speaking country at least, when corrupt or self-seeking acts of public officials can be done openly. No one recognizes any right to rule, except that granted by the people in their own interest. And they can give to any man or refuse to any man that privilege at their will.

But clearly the average citizen will not be able to do everything himself. In many fields of endeavor he must choose an expert to do much of his work for him; and he will hold him responsible for results. No sensible man to-day, untrained in the professions,

wishes to be his own lawyer, to act as his own physician, to build his own bridges, to plan his own buildings. It is the untrained, unthinking man who uses patent panaceas to cure his physical ills, or who enters upon important business contracts without consulting a lawyer. But the framing of laws that are to shape the welfare of society, the putting of them into effect, their interpretation, is work demanding a still higher degree of skill, inasmuch as they depend to a still greater extent upon the infinite variety of human motive and the variability of human feeling.

How far can the citizens be trusted to act for themselves? How far should they rely upon experts or representatives to guide their actions? Can this question be answered in a word for all states and circumstances? Must this not depend entirely upon the locality and the conditions existing therein, on the one hand, and on the other upon the nature of the question at issue? Self-government is often not so largely a matter of knowledge as a matter of character. The wise man fit for the modern citizenship, whose interests are bound up with the welfare of society, which in itself is composed of innumerable citizens, with various and shifting views and conflicting interests, must be a man of patience, with self-restraint, with wisdom,—a man ready to compromise with the views of others, so long as those views are honest; one who believes that others have rights equal to his own, and who is willing to tolerate opinions divergent from his. Many nations and many peoples have not yet attained this spirit needed for the right self-government. We must aim to get our people trained in all these vir-

tues; they are even more essential than knowledge. Nowhere else in the world, however, have people had so long or so successful experience in self-government as in the United States and Great Britain and her English-speaking colonies. Our people in most parts of our country have attained these qualities to so great an extent that they can be trusted to settle many questions for themselves.

But what type of question may or can the people settle without the aid of experts? Many subjects from their nature are so complicated that the average business man, whose time must be chiefly given to his own personal affairs, cannot hope to settle them. He ought not even to venture an independent judgment upon them any more than upon a question of technical law or of surgery. Questions of monetary policy, of methods of taxation, of the regulation of corporations, are far more complicated than ordinary questions of business or of science. Such matters should be referred to experts, who should recommend and ultimately in effect, through the people's representatives, make, interpret, and administer the laws. The people will judge the results and approve or condemn the lawmaker or administrator. And yet elections are often settled and legislative decrees are issued by men not competent fully to understand the bearing of their acts. The people must take the consequences until they learn to choose aright. And though the consequences may be harmful for a time, they will not be ruinous or irreparable. The citizens in due time will learn. They know now whom they do trust. They will gradually learn who is worthy

of trust. If they are willing, it is better for them to choose an agent who knows, than to try to settle such technical questions themselves.

But, on the far more important questions, the really fundamental questions of rights and duties, the people not merely ought themselves to decide; they alone can decide, for their wishes in themselves when deliberate make their decisions right. The course of history, too, shows that as civilization has developed, the voice of the people on such matters has proved to be right. Shall a country be slave or free? Shall a man's domicile be held free from invasion? In what way shall a people select its rulers? What degree of power shall be placed in the ruler's hands? All these fundamental questions of governmental rights and governmental duties can be most wisely settled by the people themselves. Such questions are simple, direct, require no technical knowledge, no technical training. They require only honesty of purpose, toleration for the rights of one's neighbors, readiness when opinions conflict to compromise on what will most nearly meet the wishes of all, willingness to accept the judgment of the majority. On such questions the people's rule should be direct.

This test is a fair one to apply to the great questions of the day. If our constitutions have been properly drawn, they have to do only with matters fundamental to government. The right of trial by jury, of habeas corpus, of property, of free assemblage, of election of senators by the people, of a single term for president, of the appointment of judges, fundamental as they are, touch only simple questions

suitable for citizens to vote upon directly. Our forms of government are and should be what the people wish. The way in which the people shall change these forms of government to meet the changing conditions of the times is not a complex matter. These are all simple questions, though of the profoundest significance. The question whether life and liberty and the pursuit of happiness shall be guarded against despotic usurpation is simple. The common man can understand and answer it, though it is the most profound question of government. Regarding such questions, whatever the people wish, when they really see the issue, is right.

In all the fields of human action, as we have seen, the individual has been growing more independent in his judgment, has become continually more ready to bear responsibility, and fortunately also, in spite of special exceptions, is becoming more willing to recognize the rights of others and to care for the welfare of all. Whether we wish it or not, as now he chooses his religion, the coming citizen will determine for himself what laws he will pass upon directly, what ones he will leave to legislatures to formulate and to the courts to interpret.

All of our constitutions at the present day provide methods for their own amendment. Such amendments are proposed by legislators, by constitutional conventions, by petition. Whatever the people themselves consider fundamental they put in the constitutions at their will. If they are not discriminating and place in the constitutions matters of temporary, changing interest, such as savings bank laws or forestry laws,

the progress of society is likely to be blocked by the difficulty of amendment. That they will learn by experience. If, on the other hand, they place in the constitutions only matters really fundamental that have to do only with the form of government or with the rights of citizens, much more can wisely be left to the legislatures and the courts.

As, however, the people grow in intelligent knowledge of social conditions, they may wisely take more into their own hands and leave less to the experts whom they choose. As the people themselves make their constitutions, it is for them to say how and when they shall be amended. If a legislature chosen by the people, acting in accord with the will of the people, passes a law that the courts declare unconstitutional, the people ultimately will surely decide whether or not they wish the constitution amended so as to carry out their will. The declaration of a court that an act is unconstitutional is not hostile to the people's rights. It merely refers the matter back to the people to decide whether on second thought they wish to insist upon their will as expressed in the law, or whether they will abide by their earlier judgment as expressed in the constitution. If they wish to move with the changing times and insist upon their law, thus amending the constitution, surely they are acting in the spirit of to-day, and that would be a recall of a judicial decision.

As in the fields of religion and morals and business, so also in the field of politics we must expect more innovations as the people become better trained and more self-reliant. We must expect the progress

of the future to be more rapid than that of the past. We must urge changes in legal methods and in legal regulations to come more quickly with the more rapid changes in business methods and with the growing spirit of independence and tolerance in the fields of morals and religion.

What, then, is our duty as citizens? What, then, is your duty, young men and women just entering upon the field of the citizen's active life? The trend of the times demands a greater degree of individuality, of independence, but more and always more it demands an unselfish social aim. You, as the coming citizens, should so train yourselves that you will know better when to rely upon the judgment of experts, when to rely upon your own individual judgment. If you see clearly the public welfare, if you are unselfish in your desires, you can do your duty. The better you are educated and the more wisely you can think, the more self-reliant you should be, and the more careful in your selection of experts. Above all, on account of the high responsibility that goes with the privilege of the education that has come to you through the provisions made by this great State in this loved University, our Alma Mater, you should be unselfish and patriotic in your determination to serve, and, if need be, to sacrifice your personal interests and yourself for the public good. Sacrifice is the highest test of good citizenship.

SPEECHES
AT THE COMMENCEMENT DINNER

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[IN THE WATERMAN GYMNASIUM, THURSDAY AFTERNOON, JUNE 27]

PRESIDENT HUTCHINS

FELLOW Alumni of the University of Michigan: It is a great pleasure to me to be here to-day and to extend to you words of welcome and congratulation. I have always been proud of the fact that I was graduated from the University of Michigan, but I never was prouder of it than I am at this moment.

This is distinctly an alumni celebration. You have come back to the halls of our Alma Mater in large numbers, and we are certainly grateful to you for the interest that your coming indicates. I am sure that I can safely predict that the enthusiasm of this occasion will have its influence in the future and will result in a continually increasing alumni attendance upon our Commencement festivities.

There is much that I might say to you this afternoon. I might speak of what we are doing, of what we have been doing, and of what we hope to do. I might tell you of the movement that has resulted in the organization of local alumni associations all over the State of Michigan, of what we expect to accomplish through these centres of university influence. I might speak of the larger alumni movement that embraces the whole country. Some of you, perhaps, have noticed the maps that have hung in University Hall during the last few days that show the distribution of our thirty thousand alumni throughout the United States and foreign countries. If these have challenged your

attention, you must have concluded that the showing is a most significant one. I might dwell upon this and upon the fact that wherever the graduates of the University of Michigan are found, they are doing things worth while. But it is no part of the programme that I should occupy your time with an address. I am here simply to call upon others to speak. Anything that I may say must be by way of brief introduction. All of you know that the University is very largely indebted to the State whose name it bears. What we receive annually from the State represents the income from a very large endowment. And I am glad to be able to say that the people are, in my judgment, behind the University. I am very sure that the general sentiment in the State is in favor of the University. There are indications on every side of a generous spirit toward the institution, and I believe that that spirit is to continue and that the people of this Commonwealth will see to it that the funds necessary to keep the University in the first rank are forthcoming.

I regret very much that His Excellency, the Governor, cannot be with us to-day. As many of you know, he is suffering from an accident that confines him to his home. He desires to deliver to you a message of greeting and to express his regrets that he cannot take part in these festivities. You know how loyal a friend he has been to the University. He has sent his representative, and I take pleasure in presenting the Honorable Luther L. Wright, State Superintendent of Public Instruction, who is here to-day to speak for the State of Michigan.

SUPERINTENDENT LUTHER L. WRIGHT, A.M.

His Excellency, the Governor of Michigan, has directed me to convey to you his regards and compliments and to read to you these personal words:

The age of a university means nothing if taken only as a measurement of time. As indicating the early thought given to matters of higher education in a new country, and as an index to the character of Michigan pioneers, it is fundamentally important. The event of which this is a commemoration is the founding of the University at Ann Arbor. The germ of the University was implanted in 1807, and had its first tangible development in 1817. So to-day we will remember with grateful appreciation the names of the Reverend Gabriel Richard and the Reverend John Monteith. We will put John D. Pierce in their company, and credit these three men enlisted in the higher service of mankind with laying the cornerstone of this prideful institution.

I am not to go into details in this brief message of congratulation and recognition which Mr. Wright has been gracious enough to convey to you in my behalf. As representing all of the people of Michigan, I would testify to their love for the University and appreciation of it, and I would gather and sound their applause for all who have served the University unselfishly—and their names are multitude. No man, whether regent, president, dean, professor, or instructor, has ever successfully attached himself to the University in selfishness. Those who have builded this institution so splendidly and have made it a monument to the finer and higher things of life, have done so for the very love of that learning and justice which fit men to best appreciate and serve their fellows.

Throughout America, and especially in the western states, University of Michigan men have led the way in the foundation of higher conceptions of citizenship, practical responsi-

bility, and devotion to society. Those alumni who have paid their indebtedness to the State for the education it gave them, have done so in the best manner through citizen service—and almost all have paid back something. The gathering forces of the years of endeavor, set in motion by clear direction here, are doing their part in the betterment of the world and in making conditions that permit a more real happiness of mankind.

As the University grows greater and stronger, it is more and more consecrated to morals and brotherhood as companions of higher truth. The broadening of the university spirit permits the display here of both truth and error. There is no better way to cure error than to expose it to view and discussion. There is no better way to impress and magnify truth than to give it living competition with error.

Another thing has been achieved as the years are building their pyramid, and that is a finer democracy of education as contrasted with the old spirit of intellectual aristocracy and exclusiveness. After all, the great educator and moralist spoke in words of wisdom when he said that the most complete education is one that addresses the mind to higher purposes and fits the heart for mighty love.

I do not wish to close this message without acknowledging the service, and spirit in which it is rendered, of the Board of Regents, your President, the President Emeritus, and all the Faculties. The University will progress as they will it; and it will have, and I may safely pledge it, the support of Michigan in its effort to lead the way, as it has always led the way, in the work of finished democratic education.

CHASE S. OSBORN,
Governor of Michigan.

There is in this State among all the people an unusual feeling of pride, affection, veneration, and loyalty for this University. This is in a measure personal,

an expression of the veneration and affection of our people for a man. He who would attack either is one who would lay profane hands on the ark of the covenant. The University is the crown of the state system of education,—the University, the High School, the Primary School. Each is a public servant devoted to service that is most precious, a family among whose members exist perfect accord and fostering care of the elder brother.

Including all the money that has passed from the treasury of the State—including interest on the sale of lands—in the seventy-five years the State has paid over to the University nearly $12,000,000, about one-half of this being in interest and the rest in direct appropriation. This year now closing the State has paid into the treasury of the University of Michigan nearly one-tenth of that amount, $1,157,000. But the State has paid for the support of common schools in primary school money nearly $68,000,000. During the past year there has been paid from state funds and land and taxes for the support of the common schools of Michigan nearly $16,000,000. The value of the University plant is $4,000,000, the value of the common school plants in Michigan is $36,000,000. In 1843, as has been indicated by the President, when the only income was interest on the sums received from the sale of lands, the receipts amounted to $7425. The largest sum paid from that money previous to 1869 was $56,250, which was received in 1862.

Large sums are paid by the State for other educational institutions which in many states are departments of the University.

The function of any public institution is to serve the people by whom and for whom it was created and by whom its expenses are paid. It is important that any such institution should keep this constantly in mind, and it is important that the people shall feel that this is the purpose of the institution. With the University the field is limitless, its possibilities for service are without bounds.

The function of the primary schools of the State, as I see it, is to serve the community,—to prepare its pupils for college; to train its pupils to make a living; to give them culture enough to enjoy that living; and to train for citizenship.

Of the 800,000 children of school age in the State of Michigan nearly one-half who attend school go to the one-room country school. That is an educational problem deserving the study and consideration of the faculties of this and other universities. The function of the country school should be to prepare for country life. Now it seems to teach only the things which boys and girls like and need when they go to the city to live. The country schools do not have equal facilities with the city. The difficulty is that numbers and facilities are limited. The remedy is to provide township high or union schools with sufficient equipment to satisfy and attract our boys and girls.

As far as one man may represent the educational facilities of this State, I bring to this University the greetings, felicitations, and acknowledgments of the educational activities of the State and ask from the University considerate coöperation and reciprocity. In the name of the people of the State, in the name

of the Governor, and with the voice of the people, I say: *Salve Universitas Michiganensium.*

PRESIDENT HUTCHINS

FORTY-ONE years ago to-day, in yonder Methodist Church, the commencement exercises of the University of Michigan were celebrated. On that occasion Dr. James B. Angell was inaugurated President, and the class of 1871, of which I was a humble member, was turned loose upon the world. Dr. Angell's first official act was to deliver to us our diplomas. It was my great pleasure this morning to deliver to Dr. Angell the diploma that made him the youngest alumnus of the University. Each year since 1871, Dr. Angell has been growing younger, so that to-day I am able to introduce him as the youngest alumnus of us all. I present to you Dr. Angell.

PRESIDENT EMERITUS JAMES BURRILL ANGELL, LL.D.

WE have all heard a great deal of the fountain of youth. I never suspected that the object which the Regents of the University had was to open that fountain of youth to me. I have had many surprises at the hands of the Board of Regents during my presidency, but I was not prepared for this; I desire to return my hearty thanks to them for enabling me to take my position on something like equal terms with the rest of you. I have had to maintain a quasi-official relation to you in years past which involved many perplexing situations. Now, it seems, I can salute the gentlemen here as my brothers, and I do not know but I may venture to salute the ladies as my

sisters; we all know that nothing is more flattering to a young man than to have a young woman tell him that she regards him as her brother.

There are some other perplexing and curious relations coming out of this thing, for I am made brother of my two sons. I have also been accustomed in delivering baccalaureate addresses to give many exhortations to you in the last forty years as to the duties of graduates of the University to the State. I suppose you should say to me now, "Practice what you have been preaching." I may say that you all appreciate that I began my duties as president very well by giving the degrees to the class of 1871, among whom was the present President of the University. I have always been very proud of the fact that my first act was one so promising and useful to the University, and I wish to say a few words merely as to the fact that the result has been one of such marked benefit to the University by the accession of one of the members of that class to the presidency of this institution. I am here where I necessarily see a great deal of what is going on in the interior life of this University, and I wish to say to you what many of you know, that I was filled with great delight and satisfaction when the Regents chose my friend on the left as President of the University at the time of my resignation, and I have seen cause every day since to look upon that act with increasing satisfaction. I am glad to bear testimony to what you must see many proofs of around you, the great prosperity which has come upon the University during his incumbency of his office. But you cannot know like those who are here upon the

ground all that we see and know for ourselves, the signs of internal prosperity and harmony and enthusiasm which exist throughout the whole life of the University. And I would also like to endorse what he has said about that great enterprise which has really been due to him in such large measure, the organization of the alumni associations through the State and the rest of the United States. No one except one who is here upon the ground can appreciate what an amount of labor it has called for at his hands; and also the other multifarious duties which have come upon him, and which must come upon every president now from the largely expanding and more complicated life and organization of this great institution. It takes the whole force of a strong and wise man, you may well believe, to bear this burden and keep his health and strength and good spirits, and, I may add, his good temper. I wish to congratulate the University and congratulate you that as you come up here from year to year you will find it in such competent hands, and one cannot but dream often, if he is in my place, of what is to come here in the years that are before him.

Old men dream dreams as well as young men. I am not going to describe our dreams, but simply say that we are allowed to have them, and are perplexed even to conjecture what is to be the outcome of the rapid growth of this institution in the next twenty-five years. Some of you will live to come up here and celebrate the one hundredth anniversary. I could wish to be spared until then, but I don't suppose that any number of degrees will give me that privilege. One

cannot help looking forward with the greatest expectation and greatest delight in imagining what this institution is to be and what it is to do for the State of Michigan and the country in twenty-five years of such rapidly increasing prosperity and usefulness as are coming upon it in these days of ours.

I am delighted to be able to look you in the face once more. One is always tempted at my age to become garrulous, so I have to put brakes on myself when I reflect that in this great Faculty of four hundred persons and more, there are on the grounds but two men who were here when I came, that is, Mr. Beman, now Professor of Mathematics, then Instructor, and Professor D'Ooge. I am sorry to say that Dr. D'Ooge is going to leave us as the sun sets to-night, so that I can only figure hereafter as a sort of prehistoric President, contributing but little effective work, yet giving myself always to your service and to your affection.

PRESIDENT HUTCHINS

When I entered the University of Michigan in the fall of 1867, I found here a vigorous young assistant professor who was just entering upon what has proved to be a long and most effective academic career. As Dr. Angell has said, Professor D'Ooge, honored and beloved by all, closes his official connection with the University of Michigan to-day. It has seemed to me to be eminently fitting that on this occasion I should ask him to say a word to the alumni, delegates, and friends that are here gathered.

PROFESSOR MARTIN LUTHER D'OOGE, LL.D.

Mr. President, Gentlemen of the Board of Regents, Fellow Alumni, Ladies and Gentlemen: A small company of us celebrated last evening at my house in a reunion the fiftieth anniversary of the class of 1862. It is significant that the record of a class that is holding its reunion should cover two-thirds of the entire period of the history of this University. Fifty years ago forty-nine of us were sent forth from the literary department of our Alma Mater, then a blushing matron of twenty-five years, into the arena of life. Fourteen of the forty-nine remain, and seven came together last evening. Men die, but institutions live. We are witnesses to-day of the astonishing growth and development of our Alma Mater, who is still, when we compare her with the older universities of Europe, in the heyday of her youth.

Many and great contrasts present themselves before us as we think of the fifty years that have passed since we bade adieu to these halls. Time does not permit me to point out these contrasts, nor is it necessary after the eloquent commemorative oration which we heard yesterday. This is a day of memories, sacred and happy. First of all we recall the great President, the founder of our University, Henry P. Tappan. His majestic presence, his commanding eloquence, his lofty character still rise visible before us, and we still can hear his voice addressing us: "Young Gentlemen," his favorite term. As one of my classmates said to me the other day, "When President Tappan said 'Young Gentlemen' every fel-

low grew an inch." Those of you who will be here next commencement will see placed upon the walls of our Alumni Memorial Hall, in honor of his memory, a relief in bronze opposite the relief in bronze of the second great President of this University, whose benign presence here to-day adds so much interest and joy to this high festival. We recall that noble band of teachers, our professors. There was first of all our professor of mathematics and physics, good old Dr. Williams, wise, witty, and to our faults so wonderfully kind. Then there was our professor of Greek, Boise, accurate, exact, of whom it was said that he would die for an enclitic, a masterful teacher. Then there was Professor Frieze, the lover of the Muses, a man of the finest and most delicately strong nature, æsthetic, who made us all wish to be the gentleman that he was. Then there was our professor of French, Fasquelle. He never could get the English emphásis, as he called it; teacher courteous and kind, of the old school. There was Professor Winchell, who talked eloquently of star dust and cosmogony and never could find out the culprit who was playing pranks in the class. Time is too limited to mention all of the others. There is one, however, and he not the least of all, our professor of history, Andrew D. White, whom we gladly salute here to-day. How much he did for us in our raw youth we cannot tell him; how he inspired us by his enthusiasm for scholarship, how he humanized us by the touch of his personality. What lessons he drew for us from the history of the French Revolution and Guizot's History of Civilization, lessons which he is

still, during all these years, teaching to this Commonwealth and to all the commonwealths of our great American Republic. We load him with our benedictions and utter the old prayer, *Serus in cœlum redeas.*

When we were taking our diplomas from the hands of President Tappan it was not amid the peaceful scenes of this June day, unbroken save for the tumults of the conventions in Chicago and Baltimore. The roar of the guns on southern battlefields was penetrating through many a northern home and smiting the heart of our Alma Mater with sorrow in the death of her noblest sons. The very day that we received our diplomas from the hands of President Tappan a train passed through Ann Arbor carrying the mortal remains of Albert Nye, the most brilliant member of our class, to his former home. Carpenter, Hurd, Jewett, Nelson, Nye, and others like them who gave their young lives to their country, need no eulogy at our hands. A united, prosperous, and happy nation speaks their praise. Of them it may be said as Simonides, the Greek lyric poet, said of those who fell at Thermopylæ, "Glorious is their fortune, noble is their lot; their graves are altars; praise instead of pity, grateful recollection instead of tears are theirs; neither rust nor all-subduing time shall cause to perish the memory of their valor."

But I must not dwell longer upon those happy and sacred memories. This is also a day of vision as well as a day of memory. Fear has been expressed that possibly if this University should increase in the next few decades as it has in the past in the number of its students, it would be impossible to care for them on

this campus, and that centres might have to be created in various parts of our State to provide facilities for the instruction of the multitudes who would flock to the University. How that may be I cannot say, and I for one frankly confess that I personally do not cherish this ambition that we may become so big. For, ladies and gentlemen and fellow alumni, what a university achieves for mankind is not measured by size and numbers. The Academy at Athens had but one teacher and one student, but that teacher was Plato and that student was Aristotle, and Plato and Aristotle have done more for the progress of mankind than the University of Cairo with its thousands of students and with its hundreds of teachers. I venture to express the hope that the ambition and rivalry for numbers that is so dominant a force in the administration of some of our universities may not blind our Alma Mater to the supreme value of high ideals and noble impulses; ideals and impulses that shall shape and control the educational system of this State and of the Nation. My ambition for my Alma Mater is that she may maintain her leadership among our great state universities in the progress of sound educational reform, in the adaptation of education to the service and the best service of the State. The servant of the State? Yes, but not the creature of public opinion but the creator of public opinion, the educator of the public mind in matters of education. Progressive? Yes, but not losing sight of the precious heritage of the past. Learning from the successes and failures of rival universities, but not treading slavishly in their footsteps. Self-contained, but not out of

sympathy with the spirit of the times. The University, the leader, the moulder, the director, the inspirer of all noble effort for the service of the State and of the Nation. To this high mission may our Alma Mater ever remain faithful!

The President has referred to the fact that, yielding to the relentless hand of time, I am about to lay down the active duties of my professorship. I wish to give a word of greeting and of Godspeed to all my old students, whether present or absent. In many ways I have learned more from them than they from me, and I am their debtor and they are my creditors. Fellow students, former students, loving friends, God bless you! If I have any parting word to say to my Alma Mater as I leave her ranks, let it be this: may she ever cherish the great purpose to send out men and women of high ideals, who shall exalt learning above lucre and service above self. May her Faculties possess that catholicity of mind that shall recognize the just claims of all branches of learning, the interdependence of all forms of science, and the unity of all truth. May she do her full share in cherishing the spirit of research and in pushing out the limits of the known into the realm of the unknown, and raise up a band of explorers and discoverers who shall illumine the pathway of mankind in its march forward and upward. In the hands of the efficient President of this University our Alma Mater is safe. *Crescat, floreat, esto perpetua.*

PRESIDENT HUTCHINS

During this Commencement the class of 1872 has

been celebrating the fortieth anniversary of its graduation. I take the liberty of calling upon President Robert S. Woodward, of the Carnegie Institution of Washington, to speak for the class of 1872.

PRESIDENT ROBERT SIMPSON WOODWARD, LL.D.

Mr. President, Fellow Alumni, Friends of the University: In bringing to the University of Michigan the congratulations and greetings of our class, I should like to pay my respects first to the numerous presidents of the University with whom it has been the good fortune of our class to be acquainted. We have known them all except Dr. Tappan. First, there was the gentle Haven, and after him the gentler Frieze, that man with an exquisitely sensitive soul; then there came the imperturbably serene Angell, who has won all our hearts; and lastly comes President Hutchins, who was a member of our contemporary class of 1871. Since September, forty-four years ago, I have had profound respect for him; for during that month it became necessary for the classes of 1871 and 1872 to go into executive session for a short time over here on the campus south of University Hall, and it was my good fortune to measure strength with the now President of the University. The subsequent events entailed the services of a tailor. Further explanations along this line are not necessary. I only wish to emphasize the fact that since then I have had a profound respect for him, and I fully agree with all that has been said by my predecessors to-day concerning his abilities.

Concerning another president, or acting president, I may be permitted, as a person who never studied Latin in the University, to say a few words. The class of 1872 was a remarkable class. We entered upon many investigations not set down in what Professor Olney called the "Synchronistic View," and we did many things which would not be considered entirely decorous in these calmer days. It happened in the sophomore year that some of those works we undertook resulted in the need of reparation to the University, and that brought me as class president into intimate relations with that wonderfully delightful man, Dr. Frieze. I think it may be said without exaggeration that this led to a friendship and intimacy which enabled me to get far more from him than my fellow students who took Latin under him.

The class of 1872, as has been explained here today, is remarkable among other things for having as members the first two women who have been graduated from the University. And I am pleased to inform those who are not already aware of the fact, that these two women have celebrated with us on this fortieth anniversary. Of the eighty-six who were graduated with us forty years ago we mustered about forty yesterday, although more than one-third of the entire number have passed over to the majority.

I may not mention to you the remarkable deeds of the men and women of 1872; I should prefer, rather, being one of the older graduates, to indulge in what is permitted to them, namely, some degree of reminiscence. I should like to speak especially, though briefly, of some of the remarkable men who have

helped to make this University. As some of you are aware, since leaving this institution, or being cast by it on the waters like the proverbial bread, it has been my fortune to be associated with several academic institutions and to have had opportunities to measure the capacities of men great in other universities. I should like to say that comparing these men of other universities with my teachers, and with the teachers of others who have been graduated from this University, we have a right to conclude that this University has been great and has prospered because there have always been good and strong men connected with it.

As most of you know, I was primarily connected as a student of engineering with what was then called the Literary Department, and I was thus thrown into intimate association with a number of its men. Professor Olney was one of the first of these,—Olney of sacred memory, every section of whose head was, as mathematicians would say, a conic section. He couldn't help being a mathematician. Then there was the Nestor of teachers of engineering in America, De Volson Wood, a man who got more work out of his students than all the rest of the teachers in the University at that time. It was a great good fortune for me that I came into association with a man who was such a strong, energetic worker. It has been said of him that as a lecturer he rarely got anything right himself, but he saw to it that his students got their work right.

A noteworthy experience of the class of 1872 is that we were the last to receive instruction in physics from Dr. Williams, one of the sweetest souls the world ever produced. Few of his pupils ever learned

much physics from him, for he would never miss an opportunity to crack a joke at their expense; and yet he was a man from whom one qualified to learn could learn much, especially by visits to his home. I look back with affection upon that man. Another man from whom I learned a great deal was Professor Winchell. He was a very remarkable, perhaps most of you would say a remarkably peculiar, man. I learned more of Greek and Latin derivatives from him than I did from the formal study of those languages. With Professor Winchell things were never opposed, but they were antithetical; and the waters of the earth about which he talked so much never soaked through the soil, but they percolated down through the interstices of the superincumbent strata. Those of you who are old enough will remember also that "there were no worms in the Potsdam Period" in his geology. He was austere and seemed lacking in a sense of humor; nevertheless, to those who penetrated into the inner circles of the man, he was not only remarkable for his scholarship but also for the noble quality of his ideas and his impressive sincerity. Another man with whom I came in contact by a happy accident was Dr. Cocker. Perhaps I should explain that in those good old days a student was permitted to browse about somewhat more than a student is now. As I understand, it would not now be permitted to a student primarily in engineering to stray into a lecture room and hear a lecture from some one in another field of learning. I used to like to go in and hear Dr. Cocker talk about moral philosophy, nominally, but really about many other subjects as well, and he turned out to be one of the

best teachers of physics I ever had. It was by him that I was introduced for the first time to that master work on natural philosophy by Thomson (Lord Kelvin) and Tait, well known as The Principia of the Nineteenth Century to students of mathematico-physical science. Strange as it may seem, I was induced to study this great work by Dr. Cocker.

I used to stray rather frequently, also, into the law lecture room. There were a number of notable men there. It was a source of inspiration to walk in the shadow of Professor Campbell. He seemed to be the noblest Roman of them all, a sort of glorified Marcus Aurelius. In this group there was the critical Walker, who when we were freshmen explained to us that, smart as we might think ourselves when we came up to the University, we should probably find here other fellows who were a good deal smarter. That was a most excellent caution, and turned out to be true in my own case. Then there was the philosophic Kent. I have since had the pleasure of meeting him professionally and socially. He always in the old days seemed to typify the Sphinx. I imagine that if he had presented himself before the Sphinx, this solemn figure would have winked at him and said, "You're another," as the Sphinx is said to have done in the case of Emerson. Judge Cooley, also, was a most remarkable man, whom I came to know better when he went to Washington as head of the Interstate Commerce Commission. He seemed to me the most capable executive I had ever met. He could accomplish results by the mere turn of his hand. Over in the Medical Department there were also remarkable men. Some of you

will understand me when I say that after having had some experience in the business of exposition, and after having heard many of the leading expositors of America as well as of Europe, Ford was easily the best expositor I have met. Then there was Palmer, very effective in the combative controversy of his day, along with many others whom it was a source of delight to hear.

There is one other man whom I should like to mention. I have reserved him to the last because he is more nearly in my own line. I refer to the facile Watson. Through Watson has descended in America from the greater Brünnow the present generation of men who represent one of the two distinctively American schools of astronomers. Perhaps most of you are not aware that in the science of astronomy, including all its branches, Americans have been the leaders for more than fifty years. Two schools have been founded in America, the first by Professor Benjamin Peirce of Harvard University and the second by Professor Brünnow of this University. It was Brünnow who introduced in America before 1860 the methods of the illustrious Gauss and the incomparable Bessel, the German astronomers who laid the foundations of modern spherical and observational astronomy. From Brünnow are descended directly some of the most distinguished American astronomers. Among his first students were Asaph Hall, the discoverer of the moons of Mars; C. A. Young, long professor of astronomy at Dartmouth and Princeton; the veteran meteorologist, Cleveland Abbe; and De Volson Wood, already referred to. Of

the men of the present generation who can trace their astronomical lineage directly or indirectly to Watson are several directors of observatories, namely, Snyder of the Philadelphia Observatory, Doolittle of the Flower Observatory, Comstock of the Washburn Observatory, Campbell of the Lick Observatory, and Hussey of the Detroit Observatory of this University. Many others of Watson's pupils have won distinction in astronomical theory or its practical applications, especially in the government surveys. Among others in this line of work, if I were to go through the list, I might dare to include myself, if I had not recently degenerated from this high science to become a mere man of affairs.

These are typical of the instructors we had in the good old days of forty years ago, and it is no exaggeration to say that there has been a long line of such men in this University, and that they have made the University what it is.

Some of us are old enough, also, to remember the wonderful material and intellectual progress made during the last forty years, since the graduation of the class of 1872, and how favorable have been the circumstances for the great development of this University, taking part as it has in the progress of the last half of the nineteenth century. It has been asserted that greater progress was made in that century by our race than in all previous history. But the greatest of all the influences behind the University is to be found in the great men among its Faculties. Judging, then, from the progress of the past, I think we may predict with great confidence that the State and the

Regents and all favorable influences will continue to stand behind the University, and that our Alma Mater will go forward to still greater achievements in the future.

PRESIDENT HUTCHINS

It gives me pleasure to present as the next speaker the distinguished head of a sister institution of learning, Dr. Ethelbert Dudley Warfield, the President of Lafayette College.

PRESIDENT ETHELBERT DUDLEY WARFIELD, LL.D.

Mr. President, Ladies and Gentlemen: One must needs feel himself at a great disadvantage this afternoon who does not speak as a graduate or former professor of the University of Michigan. I have greatly enjoyed the fellowship of this notable occasion, and have been profoundly impressed with the genius of the place as it has been unfolded. Though I have no title to any part in the fruitful past which has been so vividly recalled, and am only a looker-on in the University to-day, I have felt—I feel now—no stranger in your midst. Though in every respect representative of other institutions, I have the keenest appreciation of the unity of purpose and of feeling which binds American universities together. I like to recall that Lafayette College was founded by Scotch-Irish Presbyterians in a Pennsylvania German community and named for a Roman Catholic Frenchman. I may perhaps be pardoned on so informal an occasion as this if I make a more personal reference, and say that I by inheritance share in a peculiar degree that

pioneer character which is one of the chief marks and highest glories of your University. I am descended from a man who was called from the class-room of old William and Mary to a seat in the Virginia legislature at the crisis of the Revolution. He later on went to Kentucky, became a trustee of Transylvania Academy, which on January 1, 1800, became Transylvania University, one of the first of that noble company which have brought the gathered knowledge of all the ages to the service of the New West.

You have heard of the man who had large possessions in heaven—but all in the name of his wife. So when I turn to New England is it with me. But I am glad that my children claim descent from two men who in the old colony days subscribed, the one ten bushels of "Indian corn" and the other three, "to build the new brick college at Cambridge."

It is a satisfaction to me to feel that in the household of the president of a Pennsylvania college so many strains meet together, and that each with the spirit of the pioneer brings a faith in the power of intellectual and moral culture to elevate society and energize man. Most of all I rejoice to recall that the sacrifices made by those far-seeing patriots were not in vain. The gifts for the building of the new brick college at Cambridge were as much "seed-corn" as any planted in the fields of the old Bay State, and the fruitage has been surer, fuller, and more precious to the people. All of the men who opened up the way sowed in faith, and faith as well as wisdom is justified of her children.

The founders were apostles of liberty, and they

had set their trust in the belief that it is truth that makes us free. The liberty which they loved was inseparable from law, from order, from morals, and from religion. They delighted to trace its sources to many springs, and they trusted that its combined flood flowed on to a very wide ocean.

I count myself happy on this occasion not only to be the guest of the University, but within the precincts of one who so fully represents the warmth and the beauty, the fascination and the power, of those elements of learning which belong to classic antiquity. Himself a freeman of those mighty states which shaped the laws of thought and conduct for us, Professor D'Ooge has made generation after generation of Michigan boys and girls feel the life that throbs to-day in the institutions and the principles of a world that is as much descended from Greece and Rome as we are from English and German forbears. The winds that moved the waters of the Ægean still stir old memories for us, quite as much as those that rustled amid the reeds of Runnymede, the primeval pines of Plymouth, or the oaks of our western forests.

This pride of ancestry may lay us open to the suspicion of being aristocrats—a fearsome thing in view of all we hear to-day. I love the name of democrat, but I confess I praise the vocation of the aristocrat. In this as in all else we need to distinguish the good and the bad—even as with "Trusts." Not all democrats are equally admirable, nor yet all aristocrats enemies of the Republic. Our colleges certainly have aristocratic leanings. See how the boys and girls come flocking in, not that they may be brought to a com-

mon level, not that they may swell a numerical majority,—and yet if the University of Michigan continues to grow at the present pace, it will not be long before the one fixed majority in the State will be one of Michigan graduates. Go to the football field; see how earnestly the players contend for the "M," the coveted symbol—not of democracy, but of aristocracy. Come to the class-room, and mark the men who are sought out all the world over to train and teach the youth of to-day for the services of to-morrow. Are they chosen as representatives of the long levels of life and learning, or of the soaring heights of knowledge or wisdom? Who are the men whom a great nation still delights to hail as its representatives? Are they types of its majorities, or the happy exceptions from the limitations that press upon the masses of men? Are they not, one and all, the men who by the grace of character, of industry, of achievement; by the consummate, synthetic grace of graces, the grace of God, are the aristocracy—"the best men"? He is in my judgment the best democrat who sees clearly that the best fruit of democracy is a true aristocracy—an aristocracy not of ancestry, nor of privilege, nor of office, nor of wealth, but an aristocracy of character, of service, and of knowledge. Surely the glory of democracy is that it offers every incentive to each individual to become wiser, better, and more serviceable to self, society, and the state.

I should like to picture Democracy, unlike the old ideal of Justice with the bandaged eyes, as wide-eyed, with searching gaze, fearlessly facing every problem of life, social and scientific. Yet though I should wish

my Democracy to be unafraid to open its eyes in the face of all human things, I should like it to be unashamed to close them in the presence of Almighty God. Yes, though I would have Democracy proudly erect in the face of all men and all institutions, I would have the shoulders of Democracy ample enough and humble enough for any and all burdens. And, in this presence, let Democracy remain teachable. Shall we not after all represent our triumphant Democracy best with a book, a microscope, and a scientific balance—learning; seeking truth rather than power?

At any rate, here they come, the boys and girls, the men and women of to-morrow, who, trained, as no generation before them ever was, in the great free universities of our land, are bent upon being and doing what is *best* for America and the world. Out of it all I dare hope for an aristocracy of conduct, of wisdom, and of faith, controlling, directing, and inspiring the progress of this beloved Republic.

We sometimes say that those who gave their little gifts to found our College builded better than they knew. Let us do them more ample justice. Let us recognize that their wisdom and their faith is our greatest endowment. Had their faith been no bigger than their purses, this had been a poor land indeed. And in what joy the alumni return to these celebrations. It seems but yesterday since Lafayette had its seventy-fifth anniversary. I see again the old men come back in all the vigor of an immortal youth—the springtime of the spirit of man. What trophies did they bring with them, honorable alike to their Alma Mater and themselves. How beautiful it was—how

beautiful and how inspiring. Let us look forward to a yet higher reunion time, when all the college men and women shall come with trophies of service in their hands to that house not made with hands, eternal in the heavens. Then, as now, shall we hear sweet tales of wise and gentle deeds, and the oft repeated "Well done, good and faithful servant."

PRESIDENT HUTCHINS

As Professor D'Ooge has said to you, we have with us this afternoon one of the few surviving members of the Faculty that served under the first President of the University. I am sure you would not forgive me if I brought these exercises to a close without giving you an opportunity to hear a few words from the Honorable Andrew D. White.

THE HONORABLE ANDREW DICKSON WHITE, LL.D.

WHEN I yesterday again entered this campus, which is fraught to me with many of the most delightful memories of my life, I felt, in spite of my eighty years, rather a young man. To-day that feeling is somewhat changed, for I seem to myself much like a student of ancient Memphis or Thebes who had lived long enough to blunder into an Athenian school of the time of Pericles. In my service here I antedate every one of you, including President Angell. My lectures in this University were delivered in the days when Dr. Tappan used once a year to visit the State Legislature, and in his most eloquent speeches to demonstrate to that body that Michigan was a great State, not by virtue of her lakes or her copper mines, neither of

which were created by her, but by virtue of this University, which she had nominally created. And I remember his final address, which he ended with these words,—"Gentlemen of the Legislature, I now leave you; I shall never set foot in this capitol again. You have insultingly refused, as you have generally refused, to grant the University a dollar. I wait for a better time, which I distinctly foresee, a time when better men than you will occupy the seats which you now hold—better men who are now my boys at the University."

Especially was it borne in upon my mind this morning that I was not quite so young as I thought myself a day or two ago. For as I looked into the faces of those hundreds of splendid young men who came up to receive their degrees, I began making a calculation, and to my surprise discovered that I had looked into the faces of student graduating classes on at least sixty similar occasions, and that on twenty of these occasions I myself had placed diplomas in the hands of ingenuous youth about to go forth into the battle of life.

The sight of these young faces aroused in me a thought which had come to me more than once before. It related to a very eminent and revered priest in the city of Rome, St. Filippo Neri, who in the days of Queen Elizabeth was wont, as an old man, to go and sit by the door of the missionary college at Rome, that he might see the students entering and departing, and who, when some one asked him why it was that he lingered every day in that place, said, "I wish to feast my eyes on those martyrs yonder."

"Those martyrs" were going forth to the Eng-

land of Queen Elizabeth, in the expectation of a cruel death for high treason, and every one of them gloried in it.

It was with a feeling akin to that which was in San Filippo's mind and heart that I looked into the faces of many who went forth from their graduation here in my day, fifty years ago,—at the Commencement of 1862. They went forth into the Civil War to fight for their country,—many of them to lay down their lives for it. There were among them some of the noblest and most gifted youth I have ever known, and I recall here especially the names of Frederick Arn and Albert Nye, names which the University of Michigan should not willingly let die. They certainly ought to be inscribed in yonder beautiful Memorial Building, not, indeed, so much for their own glory as for the glory of the University. For they were in the truest sense martyrs,—martyrs to liberty and to the perpetuity of their country.

But of those who are graduated in these days few, if any, I trust, go forth to become martyrs. My hope is that they go forth to become heroes,—heroes and victors in the steady warfare against unreason which must be waged in our country at all times; against unreasoning conservatism and unreasoning radicalism, and in favor of measures constructive rather than destructive,—evolution rather than revolution.

I would speak to those going forth now and here in this wise: "Those predecessors of yours in the Civil War period went forth to *die* for their country. You graduates of these days should go forth to *live* for your country, determined to fight all those who at the

call of self-interest, or notoriety, or the lust of power, or the claims of faction, are really enemies of our country."

There stands yonder on your University grounds a monument to one of the pupils of Thomas Arnold of Rugby, that renowned thinker and teacher, who, at Rugby school, prepared many of his scholars to take their places among the greatest statesmen and leaders of thought in Great Britain. I remember that when I first came upon this campus—the youngest member of the Faculty—this monument was an inspiration to me. It glorified this institution to me, and it gave me new hopes and new faith that the University of Michigan had a great destiny and would be a centre from which would radiate powerful influences for the enrichment, the enlightenment, and the ennoblement of this country and of mankind.

You young men and women of to-day go forth into a struggle as real and as vital as that of the Civil War. May you prove to be as patriotic, as valiant, and as self-sacrificing as your predecessors of that glorious period.

As I have looked into your faces to-day there has come over me, as on various similar occasions before, a feeling of wonder and of awe. For you are to see things which we older men dream of, but shall never see. You are to know the outcome, for good or evil, of ideas, experiments, struggles, tendencies, which we shall never know. You are to acclaim great men whose names we shall never hear. We, about to pass into silence, salute you. May you be worthy of your Alma Mater and of your country.

UNIVERSITIES AND COLLEGES

PARTICIPATING IN THE CELEBRATION AND THEIR OFFICIAL DELEGATES

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PARTICIPATING IN THE CELEBRATION AND THEIR OFFICIAL DELEGATES

HARVARD UNIVERSITY: Melville Madison Bigelow, PH.D., LL.D.

UNIVERSITY OF PENNSYLVANIA: Josiah Harmar Penniman, PH.D., LL.D., *Vice-Provost*

PRINCETON UNIVERSITY: Professor Duane Reed Stuart, PH.D.

COLUMBIA UNIVERSITY: Professor Calvin Thomas, A.M., LL.D.

RUTGERS COLLEGE: Howard Elting, B.SC.

DARTMOUTH COLLEGE: Professor Frank Haigh Dixon, PH.D.

DICKINSON COLLEGE: Merrill James Holdeman, PH.B.

UNIVERSITY OF PITTSBURGH: Chancellor Samuel Black McCormick, D.D., LL.D.

UNIVERSITY OF VERMONT: Professor Marbury Bladen Ogle, PH.D.

WILLIAMS COLLEGE: Reverend Henry Tatlock, D.D.

MIAMI UNIVERSITY: Professor Elmer Ellsworth Powell, PH.D.

COLGATE UNIVERSITY: Professor Robert Webber Moore, PH.B.

UNIVERSITY OF VIRGINIA: Professor Albert Henry Tuttle, A.B., M.SC.

INDIANA UNIVERSITY: Professor Charles McGuffey Hepburn, A.B., LL.B., LL.D.

HOBART COLLEGE: Dean William Pitt Durfee, PH.D.

KENYON COLLEGE: Professor Jacob Streibert, PH.D.

WESTERN RESERVE UNIVERSITY: Professor Benjamin Parsons Bourland, PH.D.

UNIVERSITY OF TORONTO: Professor James Playfair McMurrich, PH.D.

NEW YORK UNIVERSITY: Chancellor Elmer Ellsworth Brown, PH.D., LL.D.

LAFAYETTE COLLEGE: President Ethelbert Dudley Warfield, LL.D.

HAVERFORD COLLEGE: Professor Joseph Lybrand Markley, PH.D., *of the University of Michigan*

OBERLIN COLLEGE: Professor Fred Eugene Leonard, A.M., M.D.

MARIETTA COLLEGE: Reverend Arthur Granville Beach, A.B., B.D.

MOUNT HOLYOKE COLLEGE: Professor Ellen Clarinda Hinsdale, PH.D.

KNOX COLLEGE: President Thomas McClelland, D.D.

DE PAUW UNIVERSITY: Assistant Professor Warren Washburn Florer, PH.D., *of the University of Michigan*

UNIVERSITY OF MISSOURI: President Albert Ross Hill, LL.D., Professor Earle Raymond Hedrick, PH.D., Guy Lincoln Noyes, M.D., *Superintendent of the University Hospital*

QUEEN'S UNIVERSITY: Dean William Stewart Ellis, A.B., B.SC.

UNIVERSITY OF NOTRE DAME: President John William Cavanaugh, C.S.C., D.D.

OHIO WESLEYAN UNIVERSITY: Professor Richard Taylor Stevenson, PH.D., D.D.

BELOIT COLLEGE: President Edward Dwight Eaton, D.D.

GRINNELL COLLEGE: Professor Henry Carter Adams, PH.D., LL.D., *of the University of Michigan*

EARLHAM COLLEGE: Professor Arthur Matthew Charles, B.S., A.M.

UNIVERSITY OF IOWA: Professor Albert Moore Barrett, M.D., *of the University of Michigan*

UNIVERSITY OF WISCONSIN: Professor George Cary Comstock, LL.B., LL.D., SC.D.

UNIVERSITY OF ROCHESTER: Professor Henry Fairfield Burton, A.M., LL.D.

BUTLER COLLEGE: President Thomas Carr Howe, PH.D.

NORTHWESTERN UNIVERSITY: Professor James Alton James, PH.D.

LIST OF DELEGATES

TUFTS COLLEGE: Dean Lee Sullivan McCollester, D.D.

MICHIGAN STATE NORMAL COLLEGE: Professor Benjamin Leonard D'Ooge, PH.D.

HILLSDALE COLLEGE: President Joseph William Mauck, A.M., LL.D.

KALAMAZOO COLLEGE: Professor Ernest Alanson Balch, PH.D.

MICHIGAN AGRICULTURAL COLLEGE: President Jonathan Le Moyne Snyder, PH.D., LL.D.

UNIVERSITY OF CALIFORNIA: Professor Armin Otto Leuschner, PH.D., SC.D.

ALBION COLLEGE: Professor Delos Fall, SC.D., LL.D.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY: Professor George Washington Patterson, PH.D., *of the University of Michigan*

VASSAR COLLEGE: Miss Winnifred Josephine Robinson, B.PD., B.S., A.M.

UNIVERSITY OF WASHINGTON: Professor Frank Marion Morrison, A.B.

UNIVERSITY OF MAINE: Professor Le Roy Harris Harvey, B.S., PH.D., *of the Western State Normal School*

WASHBURN COLLEGE: Professor Willoughby Deuel Boughton, A.B.

LEHIGH UNIVERSITY: President Henry Sturgis Drinker, E.M., LL.D.

UNIVERSITY OF KANSAS: Dean Lucius Elmer Sayre, B.S., PH.M.

UNIVERSITY OF WOOSTER: Dean Elias Compton, PH.D.

WEST VIRGINIA UNIVERSITY: President Thomas Edward Hodges, D.SC., LL.D.

CORNELL UNIVERSITY: Professor Jeremiah Whipple Jenks, PH.D., LL.D.

UNIVERSITY OF MINNESOTA: President George Edgar Vincent, PH.D., LL.D.

UNIVERSITY OF NEBRASKA: Professor Olenus Lee Sponsler, A.B.

PURDUE UNIVERSITY: Professor Thomas Francis Moran, PH.D.

SWARTHMORE COLLEGE: Professor Walter Dennison, PH.D.

OHIO STATE UNIVERSITY: President William Oxley Thompson, D.D., LL.D., Dean Joseph Villiers Denney, A.M., Professor George Wells Knight, PH.D.

VANDERBILT UNIVERSITY: Professor Campbell Bonner, PH.D., *of the University of Michigan*

WELLESLEY COLLEGE: Professor Angie Clara Chapin, M.A.

JOHNS HOPKINS UNIVERSITY: Ralph Van Deman Magoffin, PH.D., *Associate*

LAKE FOREST UNIVERSITY: Professor Frederick Wiley Stevens, B.S.

RADCLIFFE COLLEGE: Miss Mary Louisa Hinsdale, A.M.

ROSE POLYTECHNIC INSTITUTE: Professor Frank Casper Wagner, A.M., B.S.

UNIVERSITY OF NORTH DAKOTA: David Lewis Dunlap, B.S., M.D., *Director of Athletics*

UNIVERSITY OF TEXAS: Frank Burr Marsh, PH.D.

MICHIGAN COLLEGE OF MINES: President Fred Walter McNair, B.S., D.SC.

UNIVERSITY OF WYOMING: Professor Arthur Emmons Bellis, A.B., M.S.

ALMA COLLEGE: Professor John Thomas Ewing, A.M.

UNIVERSITY OF NEVADA: Professor James Edward Church, Jr., PH.D.

THE CATHOLIC UNIVERSITY OF AMERICA: Right Reverend Edward Dennis Kelly, D.D., *Auxiliary Bishop of Detroit*

LELAND STANFORD JUNIOR UNIVERSITY: Professor Ephraim Douglass Adams, PH.D.

COLLEGE OF THE PACIFIC: Nathan William MacChesney, A.B., LL.B.

UNIVERSITY OF CHICAGO: Dean James Rowland Angell, A.M., Professor Andrew Cunningham McLaughlin, A.M., LL.B.

UNIVERSITY OF MONTANA: Miss Mary Stewart, *Dean of Women*

LIST OF DELEGATES

Western State Normal School: Professor William McCracken, PH.D.

University of Florida: Professor Edmund Charles Dickinson, J.D., Professor Herbert Govert Keppel, PH.D.

Northern State Normal School: President James Hamilton Kaye, A.M.

PROGRAMME OF THE WEEK

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INCLUDING SOME UNOFFICIAL EVENTS OF INTEREST

SUNDAY, JUNE TWENTY-THIRD

8 P.M. Baccalaureate Exercises in University Hall.

Prelude: *Orgel Hymne* — *Piutti*

Anthem: *The Strain Upraise* — *Stanley*

Reading of Scripture and Prayer

Solo: *The Lord is my Shepherd* — *Liddell*

MR. WILLIAM HOWLAND

Baccalaureate Address, by the Right Reverend CHARLES SUMNER BURCH, D.D., Suffragan Bishop of New York

Doxology

Benediction

Postlude: *Hallelujah Chorus* — *Handel*

MONDAY, JUNE TWENTY-FOURTH

2.30 P.M. Class Day Exercises of the Department of Law in University Hall.

4 P.M. Baseball Game. Pennsylvania *versus* Michigan at Ferry Field.

8 P.M. The Alcestis of Euripides presented in English by the WOMEN OF THE SENIOR CLASS in front of Alumni Memorial Hall, with music by Professor ALBERT AUGUSTUS STANLEY.

TUESDAY, JUNE TWENTY-FIFTH

10 A.M. Class Day Exercises of the Department of Literature, Science, and the Arts at the Band Stand.

Class Day Exercises of the Department of Engineering in the Engineering Court.

2.30 P.M. Undergraduate Celebration. Procession of Student Campus Organizations in Costume.

3.30 P.M. Entertainment tendered by the UNDERGRADUATES, under the Management of the Michigan Union, in the Pavilion.

7 P.M. Open-air Concert by the UNIVERSITY MUSICAL CLUBS in the Band Stand.

8.30 P.M. Senior Reception and Ball in the Gymnasiums.

Smoker in Honor of Delegates from other Institutions, tendered by the UNIVERSITY CLUB, at their Quarters in Alumni Memorial Hall.

WEDNESDAY, JUNE TWENTY-SIXTH

COMMEMORATION DAY

8.15 A.M. Ceremony of Hoisting the Flag.

9 A.M. Academic Procession.

10 A.M. Commemoration Exercises, in Honor of the Seventy-fifth Anniversary of the Founding of the University, in the Pavilion.

Overture: *Oberon* — *von Weber*

Prayer, by the Right Reverend CHARLES SUMNER BURCH, D.D., Suffragan Bishop of New York

The Commemoration Address, by the Honorable LAWRENCE MAXWELL, LL.D.

Congratulatory Addresses:

Representing Endowed Universities: Chancellor ELMER ELLSWORTH BROWN, LL.D., New York University

Representing Michigan State Colleges: President JOSEPH WILLIAM MAUCK, LL.D., Hillsdale College

Representing State Universities: President WILLIAM OXLEY THOMPSON, D.D., LL.D., Ohio State University

Music: *Pilgrims' Chorus* — *Wagner*

Benediction, by the Reverend ARTHUR WILLIAM STALKER, D.D.

March: *The Victors* — *Elbel*

1 P.M. Alumni Luncheon in Barbour Gymnasium.

President's Luncheon in Honor of the Official Delegates, in the University Library.

2.30 P.M. Meeting of the University Alumni Association in Alumni Memorial Hall.

3.30 P.M. Procession of Alumni and Undergraduates to Ferry Field.

4 P.M. Baseball Game. Pennsylvania *versus* Michigan at Ferry Field.

6 P.M. Class Dinners.

8 P.M. Illumination of the Campus.

Senior Promenade.

Open-air Concert by the BAND OF THE 26TH INFANTRY, U.S.A.

9 P.M. Senate Reception in Alumni Memorial Hall.

THURSDAY, JUNE TWENTY-SEVENTH
COMMENCEMENT DAY

8.15 A.M. Ceremony of Hoisting the Flag.

9 A.M. Academic Procession.

10 A.M. Commencement Exercises in the Pavilion.

Prayer, by the Right Reverend EDWARD DENNIS KELLY, D.D., Auxiliary Bishop of Detroit

The Commencement Address, by Professor JEREMIAH WHIPPLE JENKS, LL.D.

Conferring of Degrees

Music: The University Glee Club

Benediction, by the Reverend HENRY TATLOCK, D.D.

1 P.M. Commencement Dinner in Waterman Gymnasium.

HONORARY DEGREES

HONORARY DEGREES

VOTED BY THE BOARD OF REGENTS, APRIL 25 AND MAY 24, AND CONFERRED AT COMMENCEMENT, JUNE 27, 1912

BY vote of the Senate Council and the Board of Regents, the honorary degrees conferred this year were confined to graduates of the University and former members of the University Senate.

I

THE DEGREE OF BACHELOR OF LAWS

AS OF DESIGNATED CLASSES

HARRY ELDRIDGE KING
A member of the Ohio Bar, as of the class of 1883.

HARRY COMPTON DAVIS
A member of the Michigan Bar, as of the class of 1877.

The Honorable CLEMENT MCDONALD SMITH
Judge of the Fifth Judicial Circuit of Michigan, as of the class of 1867.

II

THE DEGREE OF BACHELOR OF ARTS

AS OF DESIGNATED CLASSES

LINCOLN MACMILLAN
Financial Editor of the Chicago Record-Herald, as of the class of 1890.

FREDERICK HAMPDEN BACON
A member of the Missouri Bar, as of the class of 1871.

III

THE DEGREE OF MASTER OF ARTS

Doctor JAMES CRAVEN WOOD
Surgeon and author, and formerly a member of the Faculty of the Homoeopathic Medical College of the University of Michigan.

Eugene Clarence Warriner

Of the class of 1891, a man of recognized force and effectiveness in the field of secondary education.

James Hamilton Kaye

Of the class of 1892, the efficient President of the Northern Michigan State Normal School.

Doctor Herman Prinz

Of the class of 1896, College of Dental Surgery, distinguished as dental scientist and author.

Doctor Otto Landman

Of the class of 1884, Department of Literature, Science, and the Arts, and of the class of 1887, Department of Medicine and Surgery, known for his contributions to the science of ophthalmology.

Doctor Harold Gifford

Of the class of 1882, Department of Medicine and Surgery, Professor of Ophthalmology in the University of Nebraska, and an original worker in the field of his specialty.

Clarence Ashley Lightner

Of the class of 1883, a member of the State Board of Law Examiners, who has rendered valuable service in the way of raising the standards of legal education.

David Emil Heineman

Of the class of 1887, a public-spirited citizen and loyal alumnus, who has done much to advance the interests of his Alma Mater.

Robert Patterson Lamont

Of the class of 1891, Department of Engineering, who has achieved marked success as an engineer and later as a leader in great commercial enterprises.

Mrs. Madelon Stockwell Turner

Of the class of 1872, the first woman to enter the University of Michigan, who by her poise and dignity and scholarship conquered at once what by many were thought to be insurmountable obstacles.

Professor Joseph Baker Davis

Of the class of 1868, in service for forty years in the Faculty of

the University of Michigan, honored and loved by all who sat under him.

IV

THE DEGREE OF DOCTOR OF SCIENCE

EDWARD ALLEN FAY

Of the class of 1862, educator, editor, one of the foremost Dante scholars in this country, and historian of American schools for the deaf.

Doctor JOHN ELMER WEEKS

Of the class of 1881, Department of Medicine and Surgery, now Professor of Ophthalmology in the University and Bellevue Hospital Medical College, joint discoverer of the Koch-Weeks bacillus.

Doctor JOHN JACOB ABEL

Of the class of 1883, Professor of Materia Medica and Therapeutics in the Department of Medicine and Surgery of this University from 1891 to 1893, now Professor of Pharmacology in Johns Hopkins University, distinguished for his researches and original contributions.

Doctor HENRY SEWALL

Professor of Physiology in this University from 1882 to 1889, now Professor of Physiology in the University of Colorado, whose research on immunization to the venom of the rattlesnake, done while a Professor in this University, laid the foundation for the discovery of diphtheria antitoxin.

BRYANT WALKER

Of the class of 1876, a man who, though a busy lawyer, has found the time to make himself well and favorably known for his published work on molluscs, a world authority on the group.

CHARLES FRANCIS BRUSH

Of the class of 1869, Department of Engineering, the earliest pioneer in the field of electric lighting, inventor of modern arc electric lighting, honored many times at home and abroad for his scientific achievements.

V

THE DEGREE OF DOCTOR OF ENGINEERING

GEORGE HENRY BENZENBERG

Of the class of 1867, Department of Engineering, Past President of the American Society of Civil Engineers, a noted authority on the construction of water works, distinguished civil engineer and citizen.

CORNELIUS DONOVAN

Of the class of 1872, Department of Engineering, a profound student of river hydraulics, a faithful servant of the United States Government for thirty-eight years, and distinguished as the builder of the great jetties at the mouth of the Mississippi River.

VI

THE DEGREE OF DOCTOR OF LAWS

Doctor WILLIAM HENRY HOWELL

Of Johns Hopkins University, Professor of Histology and Physiology in the University of Michigan from 1890 to 1892, distinguished teacher and investigator, a physiologist of the first rank.

Right Reverend CHARLES SUMNER BURCH

Of the class of 1875, Suffragan Bishop of New York, a man of liberal culture, wide experience, and broad sympathies, whose effectiveness as preacher, organizer, and administrator has received frequent and conspicuous recognition.

Professor ANDREW CUNNINGHAM MCLAUGHLIN

Of the class of 1882, for many years a member of the historical staff of his Alma Mater, now Professor and Head of the Department of History in the University of Chicago, a distinguished teacher, whose published contributions have placed him in the front rank of American historical scholars.

Doctor JAMES PLAYFAIR MCMURRICH

For thirteen years Professor of Anatomy in the University of Michigan, now Professor of Anatomy in the University of Toronto, distinguished as a teacher and for learned contributions to the sciences of Biology and Anatomy.

HONORARY DEGREES

Professor Floyd Russell Mechem

For ten years Tappan Professor of Law in the University of Michigan, now a member of the Faculty of Law of the University of Chicago, a teacher of great originality and power and a productive legal scholar, whose published works have received general and merited recognition.

Henry Smith Carhart

For over twenty years Professor of Physics in the University of Michigan, now a worthy recipient of the honors of the Carnegie Foundation, distinguished as scholar and author and for his service in the cause of international electrical units and standards of measurement.

Melville Madison Bigelow

A graduate of the University of Michigan in the class of 1866, distinguished as a teacher of law and for his researches and published work, particularly in the fields of jurisprudence and legal history.

Robert Simpson Woodward

A graduate of the University of Michigan in the class of 1872, since 1905 the President of the Carnegie Institution of Washington, engineer, astronomer, geographer, physicist, a renowned investigator of problems in the solution of which the whole world is interested.

Doctor James Burrill Angell

Scholar, journalist, diplomatist, orator, university president, a man whom we all love and honor, whose distinguished services to State and Nation, and particularly to this University during the many years when he so wisely shaped its policy and guarded its interests, call for the highest recognition that can be accorded.

AN ACCOUNT OF THE CELEBRATION

AN ACCOUNT OF THE CELEBRATION

AT a meeting of the Board of Regents on September 28, 1911, Regent Bulkley, having called attention to the fact that the year 1912 would mark the seventy-fifth anniversary of the founding of the University, secured the adoption of the following resolution:

Whereas, The year 1912 is the seventy-fifth anniversary of the foundation of the University of Michigan, therefore, be it

Resolved: That the President of the University be requested to ask the University Senate, the Alumni Association, and the Michigan Union to coöperate with the Regents in developing plans for a proper celebration of the Diamond Jubilee of the University.

On October 23, 1911, the University Senate accepted the invitation of the Board of Regents to coöperate in the celebration, and authorized President Hutchins to appoint a committee of seven to take the matter under consideration and also to confer with the Regents. The Senate suggested that the celebration be held not earlier than Commencement week of 1912, and, if possible, in connection with the opening of the Hill Auditorium. Three days later the Board authorized the appointment of two Regents to constitute a committee of conference, and the President subsequently named Regents Bulkley and Beal to serve as such a committee.

The committee appointed to prepare plans for the celebration reported to the Board of Regents on January 26, 1912, as follows:

To the Honorable Board of Regents: The committee authorized by your Board to coöperate with the Regents in developing plans for a proper celebration of the Seventy-fifth Anniversary of the University, met January 5, 1912, with the following members present: President Hutchins, Regent Beal, Regent Bulkley, Dean Reed, Dean Cooley, Dr. Vaughan, Dean Bates, Dr. Hoff, Dr. Hinsdale; also Judge Lane, and Mr. Shaw, representing the Alumni Association, and Professor Bursley and Mr. Wells, representing the Union. This committee appointed a sub-committee of five, consisting of the President, Regent Beal, Dean Vaughan, Dean Cooley, and Secretary Smith, to prepare and present a tentative plan for the celebration. This sub-committee met Saturday, January 6, and prepared a report which was presented to the general committee at its next meeting, January 10, when it was adopted with certain modifications.

The committee begs leave to present herewith to your honorable body this plan as finally approved by the general committee.

The recommendations of the committee are as follows:

(*a*) It is the sense of this committee that the celebration of the seventy-fifth anniversary of the University of Michigan be confined to Commencement week, June 23 to 27, 1912, inclusive.

(*b*) That there be three principal addresses,—one on Sunday of Commencement week in place of the Baccalaureate sermon, one on Wednesday, and one on Commencement day, the last being the Commencement oration; that the question of speakers be left to the committee on invitations with power.

(*c*) That invitations be sent in accordance with the following resolution:

Resolved: That an invitation to send an official delegate be extended to all state universities of this country and all

other universities and colleges of the first rank (in accordance with A Classification of Universities and Colleges as issued by the United States Bureau of Education in 1911), in the Western Hemisphere and United States' possessions, and to all colleges in the State of Michigan.

(*d*) That all Class Day exercises during Commencement week be confined to Monday and Tuesday, and that Wednesday, June 26, be designated as Commemoration Day. The following programme for the day is recommended:

1. Procession on the Campus, starting at 9 o'clock a.m., and exercises in University Hall to be completed in time for luncheon.

2. A special reception and luncheon, provided for by the following resolutions:

Resolved: That a special luncheon, to be called the President's Reception and Luncheon, be provided on Wednesday of Commemoration Day.

Resolved: That for this reception and luncheon the committee extend invitations to the official delegates, the specially invited guests, the Governor of the State, the President, the Regents, the Deans, and the ladies of their families.

Resolved: That the delegates be received at the President's Reception and Luncheon by the Governor, the Regents, the President, and the Administrative Officers of the University.

3. Alumni meeting in the early afternoon.

4. The latter part of the afternoon to be devoted to reunions, a ball game, automobile trips, and the like.

5. Class dinners from 6 to 8 o'clock.

6. From 8 to 9 o'clock illumination of the campus, and an open-air concert, the Glee Club also to furnish music, if desired. In case of inclement weather the illumination to be omitted in part and the concert to be given in University Hall.

7. From 9 to 11 o'clock Senate Reception in Memorial Hall.

(*e*) That visiting delegates, Regents, and members of the University Senate be requested to wear academic dress at the morning exercises of Commemoration Day and Commencement day, — this request not to extend to alumni or other invited guests.

(*f*) That Dean M.E. Cooley be invited to act as Marshal of the Day, both for the Commemoration and the Commencement processions.

(*g*) That sub-committees be appointed as follows:

1. An Executive Committee, with Professor J. R. Effinger as Chairman, to act with the Secretary of the University and with Professor E. D. Jones, Professor A. H. White, and Professor C. J. Tilden.

2. A Committee on Invitations, of which President Emeritus Angell is Chairman, with the President of the University and the Dean of each Department as the other members. The matter of congratulatory addresses to be left to this committee with power, and also authority to invite special guests.

3. A Committee of five on Decoration, with Professor C. S. Denison as Chairman, and Professor Emil Lorch, Professor H. R. Cross, Mr. W. C. Titcomb, and Mr. F. R. Finch, as the other members.

4. A Committee on Music, with Professor A. A. Stanley as Chairman, and Professor E. A. Boucke and Professor A. L. Cross as the other members.

5. A Committee on Hospitality, with Professor W. P. Lombard as Chairman, and Professor H. P. Thieme, Professor G. W. Patterson, Professor F. G. Novy, and Professor Evans Holbrook as the other members.[1]

6. A Committee on Registration and Badges, with Mr. W. B. Shaw as Chairman, and Professor H. S. Smalley,

[1] This committee was later supplemented by a committee of the Ann Arbor Board of Commerce constituted as follows: Mr. H. W. Douglas, Chairman, and Messrs. M. J. Cavanaugh, J. J. Goodyear, E. F. Mills, G. W. Sample, and C. W. Wagner.

Professor J. A. Bursley, Professor W. G. Stoner, and Dr. Mark Marshall as the other members.

7. A Committee on Dinner and Luncheon, with Professor S. L. Bigelow[1] as Chairman, and Professor H. C. Sadler and Professor W. J. Hale as the other members.

8. A Committee on Publicity, with Regent Beal as Chairman, and Professor J. R. Brumm, Dr. H. C. Thurnau, Mr. J. R. Nelson, and Mr. W. B. Shaw as the other members.

9. A Committee on Railroads and Transportation, with Professor H. C. Adams as Chairman, and Judge V. H. Lane, Professor J. S. Reeves, Professor E. D. Jones, and Mr. W. H. Hamilton as the other members.

10. A Committee on Programme and Exercises, of which the Chairman of the Executive Committee is Chairman, with the chairmen of the various committees as the other members of the committee.

11. A Committee on a Commemoration Volume, with Professor F. N. Scott as Chairman, and Professor L. A. Strauss and Professor T. E. Rankin as the other members.

12. A Committee on Student Participation, with Professor J. A. Bursley as Chairman, and Professor Evans Holbrook, Captain Inman Sealby, Matthew P. Blish, and Lawrence Abrams as the other members.

(*h*) That the Directors of the Michigan Union be requested to take charge of the work of ascertaining what accommodations can be provided for the alumni and other visitors, returning for the celebration, and to publish lists of the same for the use of the guests and returning alumni.

(*i*) That the offer of the Michigan Union to provide an entertainment on the campus on the afternoon of Tuesday, June 25, be accepted, provided that the afternoon is free from conflicting engagements.

[1] Professor Bigelow afterwards resigned, and Professor G. W. Patterson was appointed in his place.

On motion of Regent Sawyer, the report was adopted with the exception of the clause relating to academic dress, which was referred to the University Senate.[1]

On motion of Regent Grant the Board on February 29, 1912, adopted the following resolution in accordance with the recommendation of the general committee:

Whereas, In order that the plans for the celebration of the seventy-fifth anniversary of the founding of the University may be carried out harmoniously and successfully, it is necessary that authority be lodged in some body which shall have supervision of the work of all the committees; therefore, be it

Resolved: That it shall be the duty of the chairmen of the various sub-committees currently to report their plans to the Chairman of the Executive Committee for approval or modification, and that all matters involving expense shall be passed upon in writing by the Chairman of the Executive Committee.

It was also decided that the usual alumni breakfast served during the forenoon of Alumni Day should, for the coming Commencement, be changed to an alumni luncheon at noon, with a more substantial menu than usual, and that $300 should be added to the budget of the celebration for this purpose, with the understanding that the committee should have the coöperation of the local Association of Collegiate Alumnae in the serving of this luncheon. The Board approved the plan of holding the President's Luncheon for the delegates and specially invited guests in the reading-room of the General Library, and adopted the

[1] The recommendation of the committee regarding academic dress was adopted by the University Senate March 12.

suggestion of renting a tent, with a seating capacity of approximately 5000 people, in which to hold the exercises of Commemoration Day and Commencement day. An appropriation of $1000 was made to provide the tent and seating equipment.

The report of the general committee having been approved by the Board of Regents, the several subcommittees gave immediate attention to the details of the final plans. When it is remembered that only four months remained for the completion of their work, and that the members of the committees were burdened with the usual class-room and administrative duties, the thoroughness with which the work was organized and the precision with which it was carried out deserve honorable mention in this record. No detail in the extensive arrangements was neglected, and the various programmes were carried to a successful conclusion without a single failure. It is only fair to add that credit for no small part of this achievement should be given to the committee of the Ann Arbor Board of Commerce, which coöperated actively and enthusiastically with the University committees.

Since the anniversary celebration was held in conjunction with the sixty-eighth commencement, the programme of the week was opened with the Baccalaureate address, which was delivered by the Right Reverend Charles Sumner Burch, '75, Suffragan Bishop of New York, on Sunday evening, June 23. At 7.30 p.m. the members of each of the graduating classes of the seven departments of the University assembled at their appointed places in various parts of

the campus. At 7.45 the several classes and candidates for advanced degrees formed a double line numbering 1146 black-robed figures, and, keeping step to the processional played by Professor Stanley on the great Columbian organ, entered University Hall, where they occupied the two middle sections of seats. The remaining seats downstairs and those in the gallery were filled long before the crowd that sought admittance was accommodated.

Seated on the platform were the speaker of the evening, Bishop Burch, President H. B. Hutchins, President Emeritus James B. Angell, and other University officials. Professor D'Ooge opened the exercises by a Scripture reading and prayer. After a solo by William Howland, of the Faculty of the School of Music, the President introduced Bishop Burch, who delivered a thoughtful address on The Optimism of Unrest. At the conclusion of the address the audience sang America and was dismissed with the benediction.

Early Monday morning, June 24, the general offices of the Alumni Association in Memorial Hall were thrown open for the reception of University guests, who began pouring into town on the first trains. It was here that the "old grads" signed their names in the huge register, and received class badge, souvenir pins, and campus hand-books. All day the registration continued, and on into the night, and all next day, and the next, until a total was reached of 2470.

Forty-two classes held regular reunions, as follows: The semi-centennial reunion of the class of 1862; the quarter-centennial of the class of 1887 in the Literary and the Medical Department; joint re-

unions of the classes of 1873, 1874, 1875, 1876, and 1892, 1893, 1894, 1895; also of the classes of 1852, 1857, 1867, 1869, 1872, 1877, 1882, 1897, 1902, 1907 in the Literary and the Engineering Department; reunions in the Medical Department: classes of 1861, 1872, 1873, 1874, 1877, 1882, 1887, 1892, 1894, 1895, 1902, 1907; reunions in the Law Department: classes of 1868, 1876, 1877, 1892, 1894, 1895, 1897, 1902, 1907; and the Dental class of 1902. It was a matter of much regret that the sole surviving member of the class of 1852 was unable to be present to celebrate the sixtieth anniversary of his graduation.

For the purpose of arousing a proper spirit among their scattered memberships, the classes of 1892, 1893, 1894, and 1895 joined forces in the publication of a class paper, which made its first appearance about two months before the celebration, as the Reunion Barker.

The first two days of the celebration belonged primarily to the graduating classes. At 2.30 Monday afternoon the Senior Law class held exercises in University Hall. Following a selection by the orchestra, Roscoe O. Bonisteel, the class president, gave the address of welcome. The history of the class was read by Frank T. Hinks, and the class poem by Philip H. Cale. An oration, entitled The Practice of Law—A Business or a Profession? was delivered by Sigmund W. David. After the prophecy by Samuel A. Persky, the class memorial, a portrait of Professor Edson R. Sunderland, was presented by Langdon H. Larwill. The speech of acceptance was made

by Dean Bates, of the Law Faculty. Edward C. Middleton pronounced the valedictory, and the exercises closed with the singing of The Yellow and Blue.

The baseball game between Michigan and Pennsylvania, played on Ferry Field later in the afternoon, resulted in defeat for the home team, the final score being eleven to four. The Wednesday contest between the same teams was won by Michigan, the score being two to one.

One of the most delightful events of Commencement week was the presentation of the Alcestis of Euripides, at eight o'clock Monday evening, by the girls of the Senior class. The performance was staged in the portico of Memorial Hall, the audience occupying improvised seats on the lawn stretching down to the street. The imposing Greek columns, flooded with the light of two calcium reflectors at the rear of the audience, the mysterious shadows lurking in the background, the soft flowing draperies of the actors, the altar and the incense, and the open sky—all these lent a charm not incomparable to that of the Athens of many centuries ago.

The cast of the play was as follows:

Alcestis. Mary C. Bonner, San Juan, Porto Rico.
Admetos. Josephine S. Davis, Traverse City, Mich.
Apollo. Ethel E. Geer, Ypsilanti, Mich.
Thanatos. L. Rae Banfield, Ann Arbor.
Handmaiden. Louise E. Tuthill, Kansas City, Mo.
Herakles. Lois O. Gibbons, Philadelphia, Pa.
Pheres. Anna J. Kolmesh, Ann Arbor.
Pheres' Boy. Marjorie E. Macdonald, St. Cloud, Minn.

Cup-Bearer. Gladys S. Pearson, Fremont, Mich.

Eumelus. Lucile G. Stowe, Howell, Mich.

Daughter of Alcestis. Alma M. Young, Howell, Mich.

Children's Attendant. Hazel K. Wolcott, Grand Rapids, Mich.

Attendants of Alcestis. Grace M. Lockton, Ann Arbor; Charlotte M. Prichard, Ann Arbor; Anna L. Stellwagen, Ann Arbor.

Attendants of Pheres. Emma J. Wilson, Newtown, Pa.; Minnie F. Votruba, Traverse City, Mich.

Special music of a highly original character was composed for the play by Professor A. A. Stanley, who thus describes its aims and method:

In the music an attempt was made to reconcile two seemingly opposing points of view involving a choice between imitating the archaic musical system of the Greeks and presenting the essential emotional characteristics of the ancient music in terms intelligible to modern ears. The choice falling on the second method, for which the fact that the drama was given in English gave a certain justification, the problem was simplified from one point of view while from another the difficulties were increased. It was solved by basing the music on the most ancient Greek modes, taking a Dorian tetrachord as a basic motive, making free use of the Phrygian, Lydian, and Mixo-Lydian forms, and especially by the employment of the chromatic tetrachord. The artistic possibilities of this tetrachord are infinite, and it lends itself to all the requirements of ultra-modern music. Furthermore, it opens up a hitherto unexplored region. By the use of the first motive (Dorian) and a pregnant phrase from the First Hymn to Apollo as typical motives, the necessary unity was secured. The sudden changes in the tonal characteristics of the ancient music were represented by

enharmonic harmonies which were in every instance modal. The instrumental accompaniment was given by flutes and clarinets and harps, while the choruses were in unison, with the exception of a short movement in six parts for female voices, "Soft lie the earth upon her gentle breast." The Lament of Eumelus, "Woe for my lot," was set for alto solo with a clarinet obligato. This followed the ancient custom, as it was always sung by a (professional) boy alto. Use was made of the paeonic ($\frac{5}{4}$) meter in

> "Hence is thy house, Admetus, graced
> With all that Plenty's hand bestows,"

and the rhythmic elasticity of this meter was abundantly justified. In the instrumental introduction to the Hyporcheme (Dance Song), "My venturous foot delights to tread" ($\frac{12}{4}$ time), the Dorian and chromatic tetrachords combined with the motive from the Hymn to Apollo. The song itself, accompanied by graceful dance figures suggestive of this forgotten form, carried out the same themes. Perhaps the chorus, "This sorrow fell upon them," is the most essentially Greek in character.

Tuesday morning, June 25, was devoted to the class day exercises of the Department of Literature, Science, and the Arts and of the Department of Engineering, the former being held in the campus band stand, the latter in the Engineering court. The programme was as follows:

DEPARTMENT OF LITERATURE, SCIENCE, AND THE ARTS

Address. By the Class President, Werner S. Allison.
History. By Hazel K. Wolcott.
Poem. By George O. Spaulding.
Prophecy. By Ellen W. Moore.
Oration. By Reginald A. Collins.

DEPARTMENT OF ENGINEERING

Address. By the Class President, Francis T. Letchfield.
History. By Clarence W. Hannon.
Poem. By Joseph F. Hudnut.
Prophecy. By Harry L. Brown.
Oration. By Ira T. Hook.
Address. By Dean Mortimer E. Cooley.
Song. The Yellow and Blue.

At one o'clock the Alumni Advisory Council held a luncheon at the Michigan Union, which was followed by the annual meeting of the Council.

The afternoon programme began at 2.30, when fully five thousand spectators witnessed the procession of eleven student campus societies, led by the University band. These groups comprised the senior honorary societies of the Engineering, Literary, and Law departments, the Sphinx, the Triangles, the Griffins, the Foresters, the Cosmopolitan Club, the Michigan Union, and the Michigamua. As the procession passed the reviewing stand on the steps of Memorial Hall, each society was allotted time in which to present a characteristic performance of some sort.

After the parade, the great crowd swarmed into the pavilion on Medic Green to see the Michigan Union vaudeville show.

Thomas A. Bogle, Jr., as "barker," announced the following programme:

Overture. By the University Band.
I. A Little Imitation Music. "Bill" Williams.

II. An Oriental Mélange:
   a. Hindu Sleight of Hand. Premananda Das.
   b. The Art of Jiu Jitsu. Kanata and Kobayashi.
   c. Sabre Fencing. W. C. McCormick and Premananda Das.
   Japanese Fencing. Kinsaku Tonouchi and Tsutomu Yamada.

III. An Original Musical Act. Freddie Lawton, '11, and Eddie Howell, '13 E.

IV. Musical Clubs. The Glee and Mandolin Club Quartettes.

V. The Mimes of the University of Michigan in Miss Everlasting, a musical sketch in one act, by Francis L. Riordan and Robert G. Beck. Music by Julius Wuerthner and Selden Dickinson.

The early evening open-air concert given by the University Glee and Mandolin Clubs afforded delightful entertainment to thousands of listeners, who lounged in comfortable groups upon the grass or promenaded beneath the trees. A "smoker," tendered by the University Club to delegates from other institutions, and the annual senior reception and ball, held in the gymnasiums, completed the events of the second day of the celebration.

Commemoration Day, Wednesday, June 26, the traditional Alumni Day, dawned bright and fair. Promptly at 8.15 the morning bugle call was sounded at the foot of the old flag-pole, after which the 26th Infantry Band struck up The Star Spangled Banner, and the American flag was unfurled.

At 8.30 the nine divisions of the academic processions assembled at their assigned stations. The graduating classes formed in line in the vicinity of their

respective departments; the Regents, ex-Regents, delegates, candidates for honorary degrees, specially invited guests, and members of the University Senate met in the auditorium of University Hall; while the alumni gathered at Memorial Hall.

At nine o'clock the pageant started, led by the Infantry Band. First place in the procession was given to the alumni, who were followed by the Honor Section, headed by Professor C. S. Denison, the Parade Marshal, accompanied by two heralds and two color-bearers. This division was composed of President Harry B. Hutchins, the Honorable Lawrence Maxwell, orator of the day, President Emeritus James B. Angell, Ambassador Andrew D. White, the Regents and ex-Regents, candidates for honorary degrees, specially invited guests, and the University Senate. As Guard of Honor one hundred seniors formed lines on both sides of this section, carrying golden staves wound with Michigan colors. The various graduating classes composed the last division of the line of march. A fife and drum corps occupied a position between the alumni and the Guard of Honor section, while the Varsity band brought up the rear.

Under the command of Chief Marshal M. E. Cooley, the long procession moved down the entire length of the diagonal walk, through the arch of the Engineering Building, past the Medical College and the Gymnasium to the main entrance of the pavilion, where the head of the columns halted and opened ranks for the entrance of the Guard of Honor section, which was followed by the alumni in a countermarch, and finally by the graduating classes.

The Commemoration exercises in honor of the seventy-fifth anniversary of the founding of the University opened promptly at ten o'clock. After an overture by the 21st Regiment Band, of Detroit, prayer was offered by the Right Reverend Charles Sumner Burch, of the class of 1875, Suffragan Bishop of New York. The Commemoration address was delivered by the Honorable Lawrence Maxwell, LL.D., of the class of 1874. Following the oration of the day, congratulatory addresses were given as follows:

Representing the Endowed Universities: Chancellor Elmer Ellsworth Brown, LL.D., New York University.

Representing the Michigan State Colleges: President Joseph William Mauck, LL.D., Hillsdale College.

Representing the State Universities: President William Oxley Thompson, D.D., LL.D., Ohio State University.

The Reverend Arthur W. Stalker, D.D., of the class of 1884, pronounced the benediction.

The President's Luncheon was held at one o'clock in the General Library, covers being laid for two hundred. Besides the President, the President Emeritus, the deans of the various departments, and the Regents, there were present the alumni congressmen, the official guests of the University, the representatives from other universities and colleges, the recipients of honorary degrees, and the wives of the guests. Following the luncheon speeches were made by President Emeritus James B. Angell, the Honorable Andrew D. White, Mr. Charles F. Brush, and Professor William H. Howell, of Johns Hopkins University.

The alumni luncheon, also held at one o'clock,

was served by the local chapter of the Collegiate Alumnae, in the two large rooms of the gymnasiums, which were taxed to their capacity.

A band concert in the portico of Memorial Hall was followed by the annual meeting of the Alumni Association in Memorial Hall. The Alumni Memorial Hall Committee, after a service of nine years, made a final report at this meeting, and was formally relieved from further duty. A Detroit alumnus provided funds for a bronze tablet bearing the names of the committee, to be placed in the Hall to commemorate their work in making Memorial Hall possible. The members of this group are: Claudius B. Grant, '59, Victor C. Vaughan, '75, Edward W. Pendleton, '72, Charles B. Warren, '91, Charles M. Burton, '73, F. H. Walker, '73, Martin L. D'Ooge, '62, and William N. Brown, '70 Law.

At 3.30 p.m. the alumni formed in procession and marched to Ferry Field, where Michigan defeated Pennsylvania in a hard-fought game of baseball.

From four to six o'clock Dean and Mrs. Vaughan gave a reception at their home to graduates of the Medical College. Between six and eight o'clock many class dinners were held at the Michigan Union and elsewhere.

At eight o'clock occurred the campus illumination and senior promenade. The campus was beautifully lighted with hundreds of Japanese lanterns strung in rows along the principal walks. The band concert was preceded by an all-senior "sing." Then followed the senior promenade, the procession forming in front of Memorial Hall and marching through University

Hall, down South University Avenue to the Engineering Building, and continuing along the diagonal walk, and up State Street, back to the starting-point.

The formal events of the day were concluded by the Senate Reception, in Memorial Hall, tendered to the delegates, the invited guests, graduates, former students, and other friends of the University.

Thursday morning ushered in the sixty-eighth annual Commencement and the last day of Commemoration week. Bugle call and the ceremony of hoisting the flag preceded the formation of the Commencement procession, which started promptly at 8.30. Except for the relative positions of the several divisions, the order of march was similar to that of Wednesday, the various classes of 1912 taking the lead, the Guard of Honor, the Senate, and the alumni following in regular succession.

With the sounding of reveille at ten o'clock, the exercises were opened, the great crowd having been marshalled into the pavilion promptly at the appointed hour. The platform was occupied by President Hutchins, President Emeritus Angell, the Regents and ex-Regents, the deans of the several colleges, the candidates for honorary degrees, the specially invited guests, and the members of the University Senate. The central section of seats, immediately in front of the platform, had been reserved for the parents and friends of the graduates, the latter having been assigned the seats back of this section and extending to the rear of the pavilion. The remaining seats on both sides were filled by alumni and other visitors. Fully five thousand spectators witnessed the exer-

cises. The student candidates for degrees numbered one thousand one hundred and forty-six.

Following the invocation by the Right Reverend Bishop E. D. Kelly, the Commencement oration was delivered by Professor Jeremiah W. Jenks, '78, LL.D. '03, his subject being, The Coming Citizenship. At the conclusion of the oration the graduates of each of the several departments and the candidates for higher degrees marched across the platform to receive their diplomas, after which the thirty-three honorary degrees were conferred. These degrees were restricted, in honor of the anniversary celebration, to Michigan alumni and to former members of the University Faculties. The last name to be called on the honorary list was that of Dr. James Burrill Angell. Instantly the audience was upon its feet, and cheer after cheer burst forth to acclaim Michigan's youngest alumnus.

The interim between the conclusion of the Commencement exercises and the annual Commencement dinner afforded a pleasant social hour under the campus trees. Here the tension of the week was suddenly relaxed. Seniors enjoyed a last quiet talk together, as they met in groups or moved about to say their farewells. The older graduates reviewed the events of the week, or planned their next reunions, or strolled about the familiar campus.

At one o'clock the last procession was formed, the line of march extending from Tappan oak to Waterman Gymnasium, where the Commencement dinner was served. The speakers' table occupied a platform along the north wall of the room. Seated at this

table were President and Mrs. Hutchins, President Emeritus Angell, the speakers and the Regents, and their wives.

Dinner over, President Hutchins introduced the following speakers, each of whom gave a brief address: The Honorable Luther L. Wright, State Superintendent of Public Instruction, Dr. James B. Angell, Professor Martin L. D'Ooge, '62, President Woodward, '72, of the Carnegie Foundation of Washington, President Ethelbert D. Warfield, LL.D., of Lafayette College, and the Honorable Andrew D. White. His Excellency, the Honorable Chase S. Osborn, Governor of Michigan, and former Regent of the University, was unable to be present to take part in the programme as he had planned, but sent a letter which was read by Superintendent Wright.

The occasion was a memorable one. It was reminiscent of distant days and early struggles and worthy achievement; it was likewise prophetic of the greater Michigan that is yet to be. The graduates, the latest recruits in the great army of Michigan alumni, were reminded of their noble heritage and of the great responsibilities entrusted to them by their Alma Mater. And youngest of them all, the last to be adopted as a Michigan alumnus, was the venerable President Emeritus, Dr. James B. Angell, whose devotion to Michigan has spanned more than two-score years. The many tributes paid to Dr. Angell at this time were shared by President Hutchins, who has been deemed worthy to take up the responsibilities of an office which his predecessor had filled so illustriously.

It was late in the afternoon before the assemblage broke up. Except for a reception by Dean and Mrs. Hinsdale, at their home on Forest Avenue, to the graduates, alumni, and faculty of the Homoeopathic Medical College, the Commencement dinner brought to a close the sixty-eighth annual Commencement and the Commemoration of the seventy-fifth anniversary of the founding of the University of Michigan.

J. R. B.

RESOLUTION OF THE BOARD OF REGENTS
ADOPTED JULY 18, 1912

RESOLVED: That the Board express its pleasure and satisfaction in the marked success of the celebration of the Seventy-fifth Anniversary of the Founding of the University and its grateful appreciation of the time and energy so effectively expended by those charged with the responsibilities of the event.

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Otology, Rhinology, and Laryngology in the Homoeopathic Medical College

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Edward Henry Kraus, ph.d., Professor of Mineralogy and Petrography, and Director of the Mineralogical Laboratory, Secretary of the Graduate School, and Acting Dean of the Summer Session

Marcus Llewellyn Ward, d.d.sc., Professor of Physics and Chemistry in the College of Dental Surgery

Albion Walter Hewlett, b.s., m.d., Professor of Internal Medicine, and Director of the Clinical Laboratory in the Department of Medicine and Surgery

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BENJAMIN FRANKLIN BAILEY, PH.D., Junior Professor of Electrical Engineering

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JOSEPH ALDRICH BURSLEY, B.S., Junior Professor of Mechanical Engineering

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WILLIAM D. HENDERSON, PH.D., Assistant Professor of Physics

OTTO CHARLES GLASER, PH.D., Assistant Professor of Zoölogy

CARL EDGAR EGGERT, PH.D., Assistant Professor of German

WILLIAM JAY HALE, PH.D., Assistant Professor of General Chemistry

CHARLES ALTON ELLIS, A.B., Assistant Professor of Civil Engineering

EDWARD DUNBAR RICH, C.E., Assistant Professor of Civil Engineering

JAMES AMBROSE MOYER, A.M., Assistant Professor of Mechanical Engineering

CHARLES SCOTT BERRY, PH.D., Assistant Professor of Education

JAMES PYPER BIRD, A.B., Assistant Professor of French and Spanish, and Secretary of the Engineering Faculty

HENRY HAROLD HIGBIE, E.E., Assistant Professor of Electrical Engineering

GEORGE AUGUSTUS MAY, M.D., Assistant Professor of Physical Training, and Director of the Waterman Gymnasium

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RALZEMOND DRAKE PARKER, M.S., Assistant Professor of Electrical Engineering

CARY LEROY HILL, A.B., M.S.F., Assistant Professor of Forestry

ALVIN CHRISTIAN KRAENZLEIN, D.D.S., Assistant Professor of Physical Training

HENRY ALLEN GLEASON, PH.D., Assistant Professor of Botany

ALBERT ROBINSON CRITTENDEN, PH.D., Assistant Professor of Latin

LOUIS CHARLES KARPINSKI, PH.D., Assistant Professor of Mathematics

JOHN DIETERLE, B.D., A.M., Assistant Professor of German

WILLIAM GABB SMEATON, A.B., Assistant Professor of General Chemistry

LEE HOLT CONE, PH.D., Assistant Professor of Organic Chemistry

RUSSELL WELFORD BUNTING, D.D.SC., Assistant Professor of Dental Pathology and Histology

WILLIS GORDON STONER, A.B., LL.B., Assistant Professor of Law

RALPH WILLIAM AIGLER, LL.B., Assistant Professor of Law

WALTER MANN MITCHELL, PH.D., Assistant Professor of Astronomy

FREDERICK STEPHEN BREED, PH.D., Assistant Professor of Education

ROBERT WILHELM HEGNER, PH.D., Assistant Professor of Zoölogy

VICTOR RAY MCLUCAS, A.B., LL.B., Assistant Professor of Law

WALTER TURNER FISHLEIGH, A.B., B.S., Assistant Professor of Stereotomy and Drawing

JOHN EDWARD EMSWILER, M.E., Assistant Professor of Mechanical Engineering

JOHN R. BRUMM, A.M., Assistant Professor of Rhetoric

CALVIN HENRY KAUFFMAN, PH.D., Assistant Professor of Botany

CATHERINE LEIGHTON BIGELOW, Director of the Barbour Gymnasium

ALEXANDER GRANT RUTHVEN, PH.D., Assistant Professor of Zoölogy, and Head Curator of the Museum

GEORGE LEROY JACKSON, PH.D., Assistant Professor of Education

AUBREY TEALDI, GRAD. ROY. TECH. INST., LIVORNO, Assistant Professor of Landscape Design

HERBERT RICHARD CROSS, A.M., Assistant Professor of Fine Arts, and Curator of the University Art Collection

JOHN GARRETT WINTER, PH.D., Assistant Professor of Ancient Languages

JOHN FREDERICK SHEPARD, PH.D., Assistant Professor of Psychology

EDGAR NOBLE DURFEE, A.B., Assistant Professor of Law

HOBART HURD WILLARD, PH.D., Assistant Professor of Analytical Chemistry

BEVERLEY ROBINSON, B.S., Assistant Professor of Architecture

OTHER OFFICERS OF INSTRUCTION

INSTRUCTORS APPOINTED FOR THREE YEARS

ALICE LOUISE HUNT, Instructor in Drawing

EDWARD BRIND ESCOTT, M.S., Instructor in Mathematics

JOHN WILLIAM SCHOLL, PH.D., Instructor in German

EDWARD LARRABEE ADAMS, PH.D., Instructor in Romance Languages

HAROLD PRELL BREITENBACH, PH.D., Instructor in Rhetoric

WALTER FRED HUNT, A.M., Instructor in Mineralogy

JOHN SCHMUTZ, Instructor in Surveying

IRVING DAY SCOTT, A.M., Instructor in Physiographical Geology

THEODORE LINDQUIST, M.S., Instructor in Mathematics

NEIL HOOKER WILLIAMS, M.S., Instructor in Physics

FRANK HOWARD STEVENS, B.S., Instructor in Mathematics

RICHARD DENNIS TEALL HOLLISTER, A.M., Instructor in Oratory

ROY WOOD SELLARS, PH.D., Instructor in Philosophy

HARRY CONRAD THURNAU, PH.D., Instructor in German

HERBERT ALDEN KENYON, A.M., Instructor in French and Spanish

WILLIAM ALOYSIUS MCLAUGHLIN, A.B., Instructor in French

KARL WILHELMJ ZIMMERSCHIED, M.S., Instructor in Chemical Engineering

HARRY HURD ATWELL, B.S., Instructor in Surveying

SAMUEL COLVILLE LIND, PH.D., Instructor in General and Physical Chemistry

CLYDE ELTON LOVE, A.M., Instructor in Mathematics

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WILBER RAY HUMPHREYS, A.M., Instructor in English

WILLIAM BEVERLY STONE, PH.D., Instructor in Mathematics

CHARLES HORACE FESSENDEN, M.E., Instructor in Mechanical Engineering

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OTTO CHARLES MARCKWARDT, A.M., Instructor in Rhetoric

LOUIS ALLEN HOPKINS, M.S., Instructor in Mathematics

FRANK RICHARD FINCH, PH.B., Instructor in Descriptive Geometry and Drawing

FREDERICK WILLIAM WECK, A.M., Instructor in German

VINCENT COLLINS POOR, M.S., Instructor in Mathematics

HENRI THEODORE ANTOINE DE LENG HUS, PH.D., Instructor in Botany

CAREY HERBERT CONLEY, A.B., Instructor in Rhetoric

THEOPHIL HENRY HILDEBRANDT, PH.D., Instructor in Mathematics

RENE TALAMON, LICENCIÉ-ÈS-LETTRES, Instructor in French

ELMER EDWIN WARE, B.S., Instructor in Chemical Engineering

DEWITT HENRY PARKER, PH.D., Instructor in Philosophy

EDGE TAYLOR COPE, 3D, M.E., Instructor in Mechanical Engineering

ARTHUR JAMES DECKER, B.S. (C.E.), Instructor in Engineering Mechanics

HERBERT DOUGLAS AUSTIN, PH.D., Instructor in Romance Languages

ALBERT EASTON WHITE, A.B., Instructor in Chemical Engineering

APPOINTMENTS FOR THE YEAR 1911–1912

INSTRUCTORS

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Elmer Leroy Whitman, d.d.s., Instructor in Prosthetic Technics

Robert John Carney, a.b., Instructor in Analytical Chemistry

Harry Newton Cole, a.b., b.s., Instructor in Analytical Chemistry

Frank John Mellencamp, ph.d., Instructor in Physics

Walter Francis Colby, ph.d., Instructor in Physics

William Caldwell Titcomb, a.b., b.s., Instructor in Architecture

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James Gerrit Van Zwaluwenburg, b.s., m.d., Instructor in Internal Medicine and Demonstrator of Clinical Medicine in the Department of Medicine and Surgery

Carl Eugene Parry, ph.d., Instructor in Political Economy and Sociology

David Friday, a.b., Instructor in Political Economy

Alfred Oughton Lee, m.d., Instructor in German

Daniel Chambers Miller, b.s. (c.e.), Instructor in Descriptive Geometry and Drawing

Hugh Brodie, b.s., Instructor in Surveying

Clifton O'Neal Carey, b.s., Instructor in Surveying

Herbert Lester Abbott, b.s., Instructor in Descriptive Geometry and Drawing

William Frank Verner, b.s., Instructor in Mechanical Engineering

Frank Gerow Tompkins, a.b., Instructor in Rhetoric

Ernest Peter Kuhl, a.m., Instructor in Rhetoric

Edmund Wild, m.s., Instructor in German

Albert Francis Hurlburt, a.b., Instructor in French and Spanish

William Alley Frayer, a.b., Instructor in History

Albert Eddy Lyon, a.b., Instructor in French and Spanish

Robert Watson Clark, a.b., Instructor in Petrography

ROY WILLIAM COWDEN, A.B., Instructor in Rhetoric

ALBERT ROSS BAILEY, Instructor in Surveying

GEORGE ABEL KAMPERMAN, M.D., Instructor in Obstetrics and Gynecology in the Department of Medicine and Surgery

DANIEL LESLIE RICH, A.M., Instructor in Physics

CHARLES WILFORD COOK, A.B., M.S., Instructor in Economic Geology

WILLIAM WARNER SLEATOR, A.B., Instructor in Physics

MARK MARSHALL, A.B., B.S., M.D., Instructor in Therapeutics and Materia Medica

FRANK ALBERT KRISTAL, C.E., Instructor in Descriptive Geometry and Drawing

HARRY LAURENCE TANNER, B.S., Instructor in Electrical Engineering

RALPH ROBINSON MELLON, B.S., M.D., Instructor in Physical Diagnosis, and Director of the Pathogenetic Laboratory in the Homoeopathic Medical College

OTIS MERRIAM COPE, A.B., M.D., Instructor in Physiology

ROBERT HARRIS PLAISANCE, A.M., Instructor in French

CARL JENNESS COE, A.B., Instructor in Mathematics

WALTON HALE HAMILTON, A.B., Instructor in Political Economy

MARION CLYDE WIER, A.M., Instructor in Rhetoric

RAYMOND EVERETT, B.S., Instructor in Drawing

HARRY ALBERT MCGILL, A.B., Instructor in History

CHARLES AUGUST BEHRENS, B.S., Instructor in Bacteriology

REGINALD COPELAND PLUMMER, M.D., Instructor in Otolaryngology

GEORGE BYRON ROTH, A.B., M.D., Instructor in Pharmacology

ROLLO EUGENE MCCOTTER, M.D., Instructor in Anatomy

MATTHEW KOLLIG, A.B., M.D., Instructor in Anatomy

LUTHER FISKE WARREN, A.B., M.D., Instructor in Clinical Microscopy

Floyd Earl Bartell, ph.d., Instructor in General and Physical Chemistry

William Frederick Koch, a.m., Instructor in Histology

Peter Olaus Okkelberg, a.m., Instructor in Zoölogy

George Edward Wallis, b.s., Instructor in Mechanical Engineering

Alfred Henry Lovell, b.s., Instructor in Electrical Engineering

Ferdinand Northrup Menefee, c.e., Instructor in Descriptive Geometry and Drawing

Franklin Thomas, b.e., Instructor in Descriptive Geometry and Drawing

Stanley Boardman Wiggins, b.s., Instructor in Descriptive Geometry and Drawing

Aaron Franklin Shull, ph.d., Instructor in Zoölogy

Charles Milton Perry, ph.d., Instructor in Philosophy

Richard Karl Hermann Fey, ph.d., Instructor in German

Walter W. Stewart, a.b., Instructor in Political Economy

Stuart McCune Hamilton, a.b., Instructor in Commerce and Industry

George Rogers La Rue, ph.d., Instructor in Zoölogy

Benjamin Bruce Wallace, ph.d., Instructor in Political Science

Carl Vernon Weller, a.b., Instructor in Pathology in the Department of Medicine and Surgery

Claude Thomas Uren, m.d., Instructor in Otolaryngology in the Department of Medicine and Surgery

Henry Foster Adams, ph.d., Instructor in Psychology

James Elmer Harris, ph.d., Instructor in General and Physical Chemistry

Jesse Talbot Littleton, ph.d., Instructor in Physics

Solomon Francis Gingerich, ph.d., Instructor in English

BERTHOLD BERTRAND GRUNWALD, DIPL. ING., Instructor in Chemical Engineering

GEORGE MCDONALD MCCONKEY, Instructor in Architecture

HAROLD FORD FRENCH, B.S. (C.E.), Instructor in Engineering Mechanics

WINFIELD SCOTT HUBBARD, PH.D., Instructor in Pharmacy

WHITING ALDEN, A.B., M.S.F., Instructor in Forestry

LEIGH JARVIS YOUNG, A.B., M.S.F., Instructor in Forestry

MITCHELL BENNETT GARRETT, PH.D., Instructor in History

ROY KENNETH MCALPINE, A.B., Instructor in Analytical Chemistry

WALTER ROBERT RATHKE, A.B., Instructor in French and Spanish

ABRAHAM MANUEL FOX, C.E., Instructor in Descriptive Geometry and Drawing

JOHN FAY WILSON, B.S., Instructor in Electrical Engineering

BURTON GEORGE GRIM, A.B., Instructor in Rhetoric

D. R. SCOTT, A.B., B.S., Instructor in Political Economy

DEMONSTRATORS AND ASSISTANTS

GEORGE SLOCUM, M.D., Demonstrator in Ophthalmology in the Department of Medicine and Surgery

CONRAD GEORG, JR., A.B., M.D., Demonstrator of Surgery in the Department of Medicine and Surgery

THEOPHILE KLINGMANN, PH.C., M.D., Demonstrator of Diseases of the Mind and Nervous System in the Department of Medicine and Surgery

ALBERT E. WILSON, D.D.S., Demonstrator of Technical Dentistry

JAMES FLEMING BREAKEY, M.D., Assistant in Dermatology in the Department of Medicine and Surgery

FREDERICK RICE WALDRON, PH.B., M.D., First Assistant in Surgery in the Department of Medicine and Surgery

Frances Jewett Dunbar, a.b., Assistant in Zoölogy

James Gordon Cumming, m.d., Assistant in Hygiene, in Charge of the Pasteur Institute

Robert Gordon MacKenzie, a.b., m.d., Second Assistant in Surgery in the Department of Medicine and Surgery

Clara Bell Dunn, a.m., Assistant in Rhetoric

George Milton Kline, m.d., Assistant in Psychiatry

Elizabeth Dorothy Wuist, m.s., Assistant in Botany

Harry Wolven Crane, a.m., Assistant in Sociology

Almus A. Hale, Assistant in the Roentgen Laboratory and Clinical Photographer

Eva Rawlings, m.d., Pathologist in the State Psychopathic Hospital

Gladys Edna Topping, Laboratory Assistant in the State Psychopathic Hospital

Harry Hrand Migerdich Malejan, a.b., Assistant in Bacteriology

George Morris Curtis, a.m., Assistant in Zoölogy and Histology

Cecil Heyward Williams, a.m., Teaching Assistant in German

Evelyn Thayer Derry, Assistant in the Barbour Gymnasium

George Lawrence Keenan, a.b., Assistant in Botany

George Eves, a.b., Assistant in Oratory

Horace Burrington Baker, b.s., Assistant in Zoölogy

Joseph Ralston Hayden, a.m., Assistant in American History

John Hibbard Pettis, a.b., m.d., Chief of the Surgical Clinic in the Department of Medicine and Surgery

Charles Lee Washburn, m.d., Demonstrator of Orthopedics in the Department of Medicine and Surgery

James Howard Agnew, a.m., m.d., First Assistant in Internal Medicine in the Department of Medicine and Surgery

CARLETON IRA WOOD, A.B., Laboratory Assistant in Clinical Medicine in the Department of Medicine and Surgery

GEORGE STANLEY RUTHERFORD, B.S., Teaching Assistant in General and Physical Chemistry

ARTHUR FLOYD SCHLICHTING, PH.C., Assistant in Pharmacy

LEONARD WATERMAN, B.S., Assistant Demonstrator of Anatomy

FRANK CALEB GATES, A.B., Assistant in Botany

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JOSEPH GEORGE BLACK, A.B., Assistant in Oratory

THOMAS EARL HOWARD BLACK, A.B., Assistant in Oratory

JAMES OWEN PERRINE, A.B., Assistant in Physics

EDITH ANNE TAYLOR, A.B., Assistant in Rhetoric

FANNIE BERNICE BIGGS, A.B., Assistant in Rhetoric

EMORY WALTER SINK, A.B., Assistant in Zoölogy

CHARLES HERBERT ROGERS, PH.B., PH.C., Assistant in Pharmacy

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PHIL LEWIS MARSH, A.B., Assistant in Histology

ROY WEBSTER PRYER, PH.C., B.S., Assistant in Hygiene

CHESTER ALBERT STRUBY, PH.C., Assistant in Hygiene

CHARLES GEORGE SINCLAIR, B.S., Assistant in the Pasteur Institute

WILLIAM ALLDER PERKINS, Assistant in Bacteriology

CHESTER ARTHUR DOTY, B.S., Assistant in Physiological Chemistry

HENRY LEE WENNER, JR., A.B., Assistant in Physiology

DANIEL CECIL POST, M.D., Third Assistant in Surgery in the Department of Medicine and Surgery

CHARLES REUBEN LOWE, M.D., Assistant in Psychiatry

Sobei Ide, m.d., Laboratory Assistant in the Psychopathic Hospital

Wayne Alexander Cochrane, m.d., Assistant in Ophthalmology in the Department of Medicine and Surgery

Ferris Nicholas Smith, a.b., m.d., Assistant in Otolaryngology in the Department of Medicine and Surgery

Alfred Lynn Ferguson, a.m., Teaching Assistant in General and Physical Chemistry

Laurence Crane Johnson, b.s., Teaching Assistant in General and Physical Chemistry

Samuel Horner Regester, a.m., Teaching Assistant in General and Physical Chemistry

Mark Edson Putnam, m.s., Teaching Assistant in Organic Chemistry

Robert Lee Jickling, b.s., Assistant in Organic Chemistry

Bert Edwin Quick, a.b., Assistant in Botany

George Newton Fuller, a.m., Assistant in History

Margaret Atwell Stone, a.b., Assistant in History

Harold Edward Williams, a.b., Assistant in American History

Frank Clyde Cole, d.d.s., Demonstrator of Clinical Dentistry

Roy Hampton Purdy, d.d.s., Demonstrator of Clinical Dentistry

Earl F. Randolph, d.d.s., Demonstrator of Clinical Dentistry

Alfred Edwin Lussky, a.m., Teaching Assistant in German

George Bradford Corless, a.b., Assistant in Mineralogy

Lucien Helm Greathouse, a.b., Teaching Assistant in Analytical Chemistry

Leslie Ernest Butterfield, a.b., Assistant in Oratory

Chester Hume Forsyth, a.m., Teaching Assistant in Mathematics

Russell Claudius Hussey, a.b., Assistant in Geology

Elizabeth Lockwood Thompson, a.b., Assistant in Zoölogy

George Waddell Snedecor, b.s., Assistant in Physics

Louis Kossuth Oppitz, a.m., Assistant in Physics

Otto Werner Bauer, b.e.e., Assistant in Engineering Mechanics

Ernest William Klatte, b.s. (c.e.), Assistant in Civil Engineering

Heinrich Wilhelm Albert Reye, a.b., Assistant in Physiology

Roy Hinman Holmes, a.b., Assistant in English

Mervin Kaufman Baer, a.b., m.s.f., Assistant in Mechanical Engineering

Matthew Rhodes Blish, b.m.e., Assistant in Mechanical Engineering

Theodore Wilson Fowle, a.b., Assistant in Chemical Engineering

Edwin Griffin Pierce, ph.b., Assistant in Chemical Engineering

Ray Holley Baldwin, a.b., Assistant in History

Reed Chambers, b.s., Assistant in Bacteriology

Fay Goodcell Clark, a.b., Assistant in Forestry

Leroy Melville Coffin, b.s., Assistant in Mathematics

Coryden Patten Cronk, b.s., Assistant in Forestry

Lewis Ernest Daniels, b.s., Assistant in Forestry

Edward Shutts George, d.d.s., Demonstrator of Clinical Dentistry

George Wellman Hess, a.m., Assistant in Mathematics

Herbert Frederick Lindsay, b.s., Assistant in Forestry

Frank Benjamin MacMullen, m.d., Assistant in Ophthalmology in the Homoeopathic Medical College

Norman William Scherer, b.s., Assistant in Botany

George Lawrence Verplanke, m.d., Assistant in Surgery in the Homoeopathic Medical College

Grace Schwendler Davis, a.b., Assistant in Latin

FELLOWS WITH DUTIES OF ASSISTANTS

James Henry Baxter, A.B., Fellow in Mathematics

Sarah Davina McKay, A.B., Fellow in Psychology

Gilbert Hawthorne Taylor, A.B., Fellow in Latin

Lambert Thorpe, B.S., Fellow in Chemistry

Fred Burkhardt Wahr, A.B., Fellow in German

Clarence Jay West, B.S., Fellow in Chemistry

NON-RESIDENT LECTURERS ON SPECIAL TOPICS FOR 1911–1912

John Bertrand Clayberg, LL.B., Lecturer on Mining Law and on Irrigation Law

Frank Fremont Reed, A.B., Lecturer on Copyright Law

Albert Henry Walker, LL.B., Lecturer on Patent Law and the Law of Trademarks

Dallas Boudeman, M.S., Lecturer on Statute Law

Milton Tate Watson, D.D.S., Lecturer on Orthodontia

Edward Sidney Rogers, LL.B., Lecturer on Copyright Law

Lawrence Maxwell, LL.D., Lecturer on Legal Ethics

Oscar Russell Long, M.D., Lecturer on Mental Diseases (in the Homoeopathic Medical College)

Ossian Cole Simonds, C.E., Lecturer on Landscape Gardening

Frank Leverett, B.S., Lecturer on Glacial Geology

Roland Craten Allen, A.M., Lecturer on Geology

Bert J. Denman, B.S. (C.E.), Lecturer on Electrical Engineering

Chalmers J. Lyons, D.D.S., Lecturer on Clinical Dentistry

George Lewis Canfield, A.B., Lecturer on Admiralty Law

HERBERT HUTCHINSON HARPER, D.D.S., Lecturer on Clinical Dentistry

CLARENCE ASHLEY LIGHTNER, A.B., Lecturer on Medical Jurisprudence

NON-RESIDENT INSTRUCTORS IN SUMMER SESSION OF 1911

JOHN LEONARD CONGER, PH.D., Professor of History

FRED HARVEY HALL CALHOUN, PH.D., Professor of Geology

JOHN J. FINDLAY, PH.D., Professor of Education

FRANK SMITH, A.M., Associate Professor of Zoölogy

ROBERT H. BAKER, PH.D., Assistant Professor of Astronomy

ARTHUR C. COLE, PH.D., Instructor in History

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